



Morgan County Schools Third Grade Math Pacing Guide 2018-19

- AMSTI resources, OGAP strategies, and other explicit strategies are used to address the standards.

<i>First Nine Weeks</i>	<i>Second Nine Weeks</i>
<p>Operations and Algebraic Thinking</p> <p>3.OA.1: Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problems. • Multiplication word problems only.</p> <p>3.OA.5: Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) 3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. • Fluently multiply and divide: 0,1,2,5,10 3. Multiplication/Division- within 20</p> <p>3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. • Addition only.</p> <p>Number and Operations in Base Ten</p> <p>3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>3.NBT.2: Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Measurement and Data</p> <p>3.MD.1: Tell and write time to the nearest minute, and measure time intervals in minutes. Solve word problems involving addition and subtraction of time</p>	<p>Operations and Algebraic Thinking</p> <p>3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. • Fluently multiply and divide 0,1,2,3,4,5,9,10 3</p> <p>Measurement and Data</p> <p>3.MD.1: Tell and write time to the nearest minute, and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. • Tell and write time to the nearest minute and measure time intervals in minutes.</p> <p>3.MD.5: Recognize area as an attribute of plane figures, and understand concepts of area measurement.</p> <p>3.MD.5a: A square with side length 1 unit called “a unit square,” is said to have “one square unit” of area and can be used to measure area.</p> <p>3.MD.5b: A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>

intervals in minutes, e.g., by representing the problem on a number line diagram. • Tell and write time to the nearest minute only.

Geometry

3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).

3.MD.7: Relate area to the operations of multiplication and addition.

3.MD.7a: Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.7b: Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3.MD.7c: Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

3.MD.7d: Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

3.MD.8: Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Third Nine Weeks	Fourth Nine Weeks
<p>Operations and Algebraic Thinking</p> <p>3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.6: Understanding division as an unknown-factor problem.</p> <p>3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. • Fluently multiply and divide 0,1,2,3,4,5,6,7,9,10,11</p> <p>3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)</p> <p>Number and Operations in Base Ten</p> <p>3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <p>Number and Operations –</p> <p>**Fractions Grade 3 expectations in this domain are limited to fractions with denominators 2,3,4,6 and 8.</p> <p>3.NF.1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts and size $1/b$.</p> <p>3.NF.2: Understanding a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>3.NF.2a: Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>3.NF.2b: Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>Measurement and Data</p>	<p>Operations and Algebraic Thinking</p> <p>3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).) • Addition/Subtraction- within 1,000 • Multiplication/Division- within 100</p> <p>Numbers and Operations – Fractions</p> <p>** Grade 3 expectations in this domain are limited to fractions with denominators 2,3,4,6 and 8.</p> <p>3.NF.3: Explain the equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>3.NF.3a: Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.</p> <p>.NF.3b: Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. 3.NF.3c: Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p> <p>3.NF.3d: Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Measurement and Data</p> <p>3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step</p>

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3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. • Only measure and estimate liquid volumes and masses of objects.

3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters. • Only measuring lengths using rulers marked with halves and fourths on an inch.

Geometry

Geometry 3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

“how many more” and “how many less” problems using information presented in scaled bar graphs.

3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.