| 2018-2019 Curriculum Map for *Third Grade* Math 2nd Nine Weeks | Go Math Chapters |
|---|---|
| M.3.2 *Operations and Algebraic Thinking- Represent and solve problems using multiplications and division.* Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 (e.g., describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8). | 6 |
| M.3.3 *Operations and Algebraic Thinking- Represent and solve problems using multiplications and division.* 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). | 6, 7 |
| M.3.4 *Operations and Algebraic Thinking- Represent and solve problems using multiplications and division.* Determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 =?). | 5, 7 |
| M.3.5 *Operations and Algebraic Thinking-Understand properties of multiplication and the relationship between multiplication and division.* Apply properties of operations as strategies to multiply and divide (e.g., If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known: Commutative Property of Multiplication. 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30: Associative Property of Multiplication. Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56: Distributive Property. | 4, 6 |
| M.3.6 *Operations and Algebraic Thinking-Understand properties of multiplication and the relationship between multiplication and division.* Understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8). | 6 |
| M.3.7 *Operations and Algebraic Thinking- Multiply and divide within 100.* Learn multiplication tables (facts) with speed and memory in order to fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8) or properties of operations by the end of Grade 3. | 4, 6, 7 |
| M.3.8 *Operations and Algebraic Thinking- Solve problems involving the four operations, and identify and explain patterns in arithmetic.* 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. | 4 |
| M.3.9 *Operations and Algebraic Thinking- Solve problems involving the four operations, and identify and explain patterns in arithmetic.* Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain those using properties of operations (e.g., observe that 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends). | 4, 5 |
| M.3.12 *Number and Operations in Base Ten- Use place value understanding and properties of operations to perform multi-digit arithmetic.* 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. | 5 |
| Include **Number Talks** and integrate the **Mathematical Habits of Mind**. 1. Make sense of problems and persevere in solving them. 2. Reason Abstractly and Quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. | |