



2018-2019 Curriculum Map for *Third Grade Math* 1st Nine Weeks

Go Math
Chapters

M.3.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each (e.g., describe context in which a total number of objects can be expressed as 5×7).	3
M.3.3 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).	3, 4
M.3.5 Apply properties of operations as strategies to multiply and divide (e.g., If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known: Commutative Property of Multiplication. $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$: Associative Property of Multiplication. Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$: Distributive Property.	3, 4
M.3.8 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.	1, 2, 3, 4
M.3.9 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).	1, 4
M.3.10 Use place value understanding to round whole numbers to the nearest 10 or 100.	1
M.3.11 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	1, 2
M.3.18 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets).	2
M.3.19 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.	2
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.	