



2018-2019 Curriculum Map for <i>Third Grade Math</i> 3 rd Nine Weeks	Go Math Chapters
<p>M.3.7 <i>Operations and Algebraic Thinking- Multiply and divide within 100.</i> 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 $8 \times 5 = 40$, one knows that $40 \div 5 = 8$) or properties of operations by the end of Grade 3.</p>	7
<p>M.3.8 <i>Operations and Algebraic Thinking- Solve problems involving the four operations, and identify and explain patterns in arithmetic.</i> 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.</p>	7
<p>M.3.13 <i>Number and Operations Fractions- Develop understanding of fractions as numbers.</i> 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 of size $1/b$.</p>	8
<p>M.3.14 <i>Number and Operations Fractions- Develop understanding of fractions as numbers.</i> Understand a fraction as a number on the number line and represent fractions on a number line diagram. 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. (e.g., Given that b parts is 4 parts, then $1/b$ represents $1/4$. Students partition the number line into fourths and locate $1/4$ on the number line.) 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. (e.g., Given that a/b represents $3/4$ or $6/4$, students partition the number line into fourths and represent these fractions accurately on the same number line; students extend the number line to include the number of wholes required for the given fractions.)</p>	8
<p>M.3.15 <i>Number and Operations Fractions- Develop understanding of fractions as numbers.</i> Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. 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). Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. (e.g., Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.) 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 $>$, $=$ or $<$ and justify the conclusions (e.g., by using a visual fraction model).</p>	9
<p>M.3.16 <i>Measurement and Data- Solve problems involving measurement and estimation of intervals of time, liquid volume, and masses of objects.</i> Tell and write time to the nearest minute, 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).</p>	10
<p>M.3.17 <i>Measurement and Data- Solve problems involving measurement and estimation of intervals of time, liquid volume, and masses of objects.</i> 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>	10
<p>M.3.19 <i>Measurement and Data- Represent and interpreting data.</i> 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.</p>	10
<p>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.</p>	