

**3rd Grade Math Curriculum Unit**  
**Gasconade County R-2 School District**  
**2018-2019**

Grade Level: Third Grade

Subject: Math

Month	Mathematics Missouri Learning Standards	Key Mathematics and Academic Vocabulary	MathLinks to New MLS	Essential Questions
August	3.RA.A.1 3.RA.B.6	<u>Lesson 1</u> -Factor -Product -Array -Multiply -Equation <u>Lesson 2 and 3</u> -Distributive Property -Commutative Property -Associative Property -Zero Property -Property of One	<a href="#">Item Specification Reports</a>  <a href="#">K-5 Missouri Learning Standards</a>  <a href="#">6-12 Missouri Learning Standards</a>  <a href="#">K-6 Math Glossary</a>  <a href="#">7-12 Math Glossary</a>  <a href="#">Missouri EOC Math Reference Sheet</a>  <a href="#">End of Course Blueprints</a>  <a href="#">MAP Grade Level Blueprints</a>	I can interpret products of whole numbers. I can apply properties of operations as strategies to multiply and divide.
September	3.RA.B.6 3.RA.A.2 3.RA.A.5 3.RA.C.7 3.RA.C.8	<u>Lesson 3</u> -Expression -Equation -Distributive Property -Commutative Property -Associative		I can apply properties of operations as strategies to multiply and divide. I can interpret quotients of whole numbers. I can determine the unknown number in a multiplication or division equation relating three whole numbers. I can multiply and divide within 100 using multiplication and division properties. I can fluently multiply within 100.

		Property -Zero Property -Property of One <u>Lesson 4</u> -Quotient -Division -Divisor -Dividend -Array <u>Lesson 5 and 6</u> -Multiply -Unknown -Number Sentence -Factor -Fact Family -Product		
October	3.RA.E.11 3.NBT.A.1 3.NBT.A.2 3.NBT.A.3 3.NBT.A.4 3.RA.A.3 3.RA.A.4	<u>Lesson 7</u> -Pattern -Rule -Even number -Odd number <u>Lesson 8</u> -Round -Estimate -Place value <u>Lesson 8,9,10</u> -Word form -Standard form -Number name -Expanded form -Base ten -Sum -Difference -Regroup -Multiply -Factor -Product <u>Lesson 11</u>		I can identify and explain arithmetic patterns. I can round whole numbers to the nearest 10 or 100. I can read, write and identify whole numbers within 100,000 using base ten numerals, number names, and expanded form. I can fluently add and subtract within 1000. I can multiply whole numbers by multiples of 10 in the range of 10-90. I can represent and solve problems using words or drawings involving multiplication and division. I can determine the unknown number in a multiplication or division equation relating three whole numbers.

		<ul style="list-style-type: none"> <li>-Array</li> <li>-Fact family</li> <li>-Unknown</li> <li>-Equation</li> <li>-Number sentence</li> <li>-Factor</li> <li>-Dividend</li> <li>-Divisor</li> </ul>		
November	<ul style="list-style-type: none"> <li>3.RA.A.3</li> <li>3.RA.A.4</li> <li>3.RA.D.9</li> <li>3.RA.D.10</li> <li>3.GM.B.4</li> <li>3.GM.B.5</li> <li>3.GM.B.6</li> </ul>	<p><u>Lesson 11</u></p> <ul style="list-style-type: none"> <li>-Array</li> <li>-Fact family</li> <li>-Factor</li> <li>-Product</li> <li>-Division</li> <li>-Divide</li> <li>-Dividend</li> <li>-Divisor</li> </ul> <p><u>Lesson 12 and 13</u></p> <ul style="list-style-type: none"> <li>-Operation</li> <li>-Equation</li> <li>-Variable</li> <li>-Round</li> <li>-Estimate</li> <li>-Reasonableness</li> </ul> <p><u>Lesson 20</u></p> <ul style="list-style-type: none"> <li>-Hour</li> <li>-Minute</li> <li>-Hour hand</li> <li>-Minute hand</li> <li>-am/ pm</li> <li>-Before the</li> <li>-After the</li> <li>-Quarter to</li> <li>-Quarter after</li> <li>-Half</li> </ul> <p><u>Lesson 21</u></p> <ul style="list-style-type: none"> <li>-Elapsed time</li> </ul>		<p>I can represent and solve problems using words or drawings involving multiplication and division.</p> <p>I can use multiplication and division within 100 to solve problems.</p> <p>I can use the four operations to solve word problems involving variables.</p> <p>I can interpret the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>I can tell and write time to the nearest minute.</p> <p>I can estimate time intervals in minutes.</p> <p>I can solve problems involving addition and subtraction of minutes.</p>

		-Sum -Difference		
December	3.GM.B.4 3.GM.B.5 3.GM.B.6 3.GM.B.7 3.GM.B.8	<u>Lesson 21</u> -Elapsed time -Sum -Difference <u>Lesson 22</u> -Liquid Volume -Liter <u>Lesson 23</u> -Mass -Gram -Kilogram -Measure -Estimate <u>Review w/ 22 &amp; 23</u> -Sum -Difference -Product -Quotient		I can tell and write time to the nearest minute. I can estimate time intervals in minutes. I can solve problems involving addition and subtraction of minutes. I can measure or estimate length, liquid volume, and weight of objects. I can use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units.
January	3.NF.A.1 3.NF.A.2a 3.NF.A.2b 3.NF.A.3a 3.NF.A.3b 3.NF.A.3c 3.NF.A.4 3.NF.A.5 3.NF.A.6 3.NF.A.7	<u>Lesson 14</u> -Fraction -Numerator -Denominator -Unit Fraction <u>Lesson 15</u> -Partitioned -Divided -Endpoint <u>Lesson 16</u> -Equivalent fractions <u>Lesson 17</u> Review previous lesson vocab <u>Lesson 18 and 19</u>		I can understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts. I can describe the numerator as the number of pieces being considered I can describe the denominator as the number of pieces that make the whole. I can understand the whole is the interval from 0 to 1. I can understand the whole is partitioned into equal parts. I can understand a fraction represents the endpoint of the length a given number of partitions from 0. I can demonstrate that two fractions are equivalent if they are the same size, or same point on a number line. I can recognize and generate equivalent fractions using visual models, and justify the fractions are equivalent. I can compare two fractions with the same numerator or denominator using the comparison symbols and justify the solution. I can explain why fraction comparisons are only valid when the two

		<ul style="list-style-type: none"> <li>-Compre</li> <li>-Greater than (&gt;)</li> <li>-Less than (&lt;)</li> <li>-Equal to (=)</li> </ul>		fractions refer to the same whole.
February	<ul style="list-style-type: none"> <li>3.NF.A.6</li> <li>3.NF.A.7</li> <li>3.DS.A.1</li> <li>3.DS.A.2</li> <li>3.DS.A.3</li> <li>3.DS.A.4</li> <li>3.GM.B.7</li> <li>3.GM.B.8</li> <li>3.GM.C.9</li> <li>3.GM.C.10</li> <li>3.GM.C.11</li> <li>3.GM.C.12</li> </ul>	<u>Lesson 19</u> <ul style="list-style-type: none"> <li>-Compre</li> <li>-Greater than (&gt;)</li> <li>-Less than (&lt;)</li> <li>-Equal to (=)</li> </ul> <u>Lesson 24,25,26</u> <ul style="list-style-type: none"> <li>-Scale</li> <li>-Key</li> <li>-Data</li> <li>-Bar graph</li> <li>-Picture graph</li> <li>-Line Plot</li> </ul> <u>Lesson 27 and 28</u> <ul style="list-style-type: none"> <li>-Area</li> <li>-Square unit</li> </ul> (Review- factor, product, distributive property)		<p>I can compare two fractions with the same numerator or denominator using the comparison symbols and justify the solution.</p> <p>I can explain why fraction comparisons are only valid when the two fractions refer to the same whole.</p> <p>I can create frequency tables, scaled picture graphs, and bar graphs to represent a data set with several categories.</p> <p>I can solve one- and two- step problems using information presented in bar and/ or picture graphs.</p> <p>I can create a line plot to represent data.</p> <p>I can use data shown in a line plot to answer questions.</p> <p>I can calculate area using unit squares to cover a plane figure with no gaps or overlaps.</p> <p>I can label area measurements with squared units.</p> <p>I can demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.</p> <p>I can multiply whole- number side lengths to solve problems involving the area of rectangles.</p>
March	<ul style="list-style-type: none"> <li>3.GM.C.12</li> <li>3.GM.C.13</li> <li>3.GM.C.14</li> <li>3.GM.D.15</li> <li>3.GM.D.16</li> <li>3.GM.A.1</li> <li>3.GMA.2</li> </ul>	<u>Lesson 28</u> <ul style="list-style-type: none"> <li>-Area</li> <li>-Square unit</li> </ul> (Review- factor, product, distributive property) <u>Lesson 29</u> <ul style="list-style-type: none"> <li>-Area</li> <li>-Square unit</li> <li>-Factor</li> <li>-Product</li> </ul>		<p>I can multiply whole- number side lengths to solve problems involving the area of rectangles.</p> <p>I can find rectangular arrangements that can be formed for a given area.</p> <p>I can decompose a rectangle into smaller rectangles to find the area of the original rectangle.</p> <p>I can solve problems involving perimeters of polygons.</p> <p>I can understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.</p> <p>I can understand that shapes in different categories my share attributes and that shared attributes can define a larger category.</p> <p>I can distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these</p>

		<ul style="list-style-type: none"> <li>-Distributive property</li> <li><u>Lesson 30</u></li> <li>-Perimeter</li> <li>-Area</li> <li><u>Lesson 31</u></li> <li>-Venn diagram</li> <li>-Side</li> <li>-Angle</li> <li>-Rectangle</li> <li>-Rhombus</li> <li>-Pentagon</li> <li>-Hexagon</li> <li>-Quadrilateral</li> <li>-Attribute</li> <li>-Parallel</li> <li>-Polygon</li> <li><u>Lesson 32</u></li> <li>-Attribute</li> <li>-Parallel</li> <li>-Rectangle</li> <li>-Rhombus</li> <li>-Quadrilateral</li> <li>(Review polygon names from lesson 31)</li> </ul>		subcategories.
April	<ul style="list-style-type: none"> <li>3.GM.A.1</li> <li>3.GM.A.2</li> <li>3.GM.A.3</li> </ul>	<ul style="list-style-type: none"> <li><u>Lesson 32</u></li> <li>-Attribute</li> <li>-Parallel</li> <li>-Rectangle</li> <li>-Rhombus</li> <li>-Quadrilateral</li> <li>(Review polygon names from lesson 31)</li> <li><u>Lesson 33</u></li> <li>-Partition</li> </ul>		<p>I can understand that shapes in different categories may share attributes and that shared attributes can define a larger category.</p> <p>I can distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.</p> <p>I can partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.</p>

		-Area -Unit fraction -Fraction -Rectangle		
May				