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	Item Specification Reports K-5 Missouri Learning Standards 6-12 Missouri Learning Standards K-6 Math Glossary 7-12 Math Glossary Missouri EOC Math Reference Sheet End of Course Blueprints MAP Grade Level Blueprints	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 Lesson 4 -Quotient -Division -Divisor -Dividend -Array Lesson 5 and 6 -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	Lesson 7 -Pattern -Rule -Even number -Odd number Lesson 8 -Round -Estimate -Place value Lesson 8,9,10 -Word form -Standard form -Number name -Expanded form -Base ten -Sum -Difference -Regroup -Multiply -Factor -Product Lesson 11		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.

		-Array -Fact family -Unknown -Equation -Number sentence -Factor -Dividend -Divisor		
November	3.RA.A3 3.RA.A.4 3.RA.D.9 3.RA.D.10 3.GM.B.4 3.GM.B.5 3.GM.B.6	Lesson 11 -Array -Fact family -Factor -Product -Division -Divide -Dividend -Divisor Lesson 12 and 13 -Operation -Equation -Variable -Round -Estimate -Reasonableness Lesson 20 -Hour -Minute -Hour hand -Minute hand -am/ pm -Before the -After the -Quarter to -Quarter after -Half Lesson 21 -Elapsed time		I can represent and solve problems using words or drawings involving multiplication and division. I can use multiplication and division within 100 to solve problems. I can use the four operations to solve word problems involving variables. I can interpret the reasonableness of answers using mental computation and estimation strategies including rounding. 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.

		-Sum -Difference		
December	3.GM.B.4 3.GM.B.5 3.GM.B.6 3.GM.B.7 3.GM.B.8	Lesson 21 -Elapsed time -Sum -Difference Lesson 22 -Liquid Volume -Liter Lesson 23 -Mass -Gram -Kilogram -Measure -Estimate Review w/ 22 & 23 -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	Lesson 14 -Fraction -Numerator -Denominator -Unit Fraction Lesson 15 -Partitioned -Divided -Endpoint Lesson 16 -Equivalent fractions Lesson 17 Review previous lesson vocab Lesson 18 and 19		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

		-Compre -Greater than (>) -Less than (<) -Equal to (=)		fractions refer to the same whole.
February	3.NF.A.6 3.NF.A.7 3.DS.A.1 3.DS.A.2 3.DS.A.3 3.DS.A.4 3.GM.B.7 3.GM.B.8 3.GM.C.9 3.GM.C.10 3.GM.C.11 3.GM.C.12	Lesson 19 -Compre -Greater than (>) -Less than (<) -Equal to (=) Lesson 24,25,26 -Scale -Key -Data -Bar graph -Picture graph -Line Plot Lesson 27 and 28 -Area -Square unit (Review- factor, product, distributive property)		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 fractions refer to the same whole. I can create frequency tables, scaled picture graphs, and bar graphs to represent a data set with several categories. I can solve one- and two- step problems using information presented in bar and/ or picture graphs. I can create a line plot to represent data. I can use data shown in a line plot to answer questions. I can calculate area using unit squares to cover a plane figure with no gaps or overlaps. I can label area measurements with squared units. I can demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value. I can multiply whole- number side lengths to solve problems involving the area of rectangles.
March	3.GM.C.12 3.GM.C.13 3.GM.C.14 3.GM.D.15 3.GM.D.16 3.GM.A.1 3.GMA.2	Lesson 28 -Area -Square unit (Review- factor, product, distributive property) Lesson 29 -Area -Square unit -Factor -Product		I can multiply whole- number side lengths to solve problems involving the area of rectangles. I can find rectangular arrangements that can be formed for a given area. I can decompose a rectangle into smaller rectangles to find the area of the original rectangle. I can solve problems involving perimeters of polygons. I can understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters. I can understand that shapes in different categories my share attributes and that shared attributes can define a larger category. I can distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these

		-Distributive property <u>Lesson 30</u> -Perimeter -Area <u>Lesson 31</u> -Venn diagram -Side -Angle -Rectangle -Rhombus -Pentagon -Hexagon -Quadrilateral -Attribute -Parallel -Polygon <u>Lesson 32</u> -Attribute -Parallel -Rectangle -Rhombus -Quadrilateral (Review polygon names from lesson 31)		subcategories.
April	3.GM.A.1 3.GM.A.2 3.GM.A.3	<u>Lesson 32</u> -Attribute -Parallel -Rectangle -Rhombus -Quadrilateral (Review polygon names from lesson 31) <u>Lesson 33</u> -Partition		I can understand that shapes in different categories my share attributes and that shared attributes can define a larger category. I can distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories. I can partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.

		-Area -Unit fraction -Fraction -Rectangle		
May				