

# CURRICULUM MAP

**Subject: Math    Grade: 3rd    Quarter: 4th    SY 16-17**

Month <span style="color: #00AEEF;">March to June</span>	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<b>Concept (CCSS Standards)</b>	<p>3.OA.4- Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and <u>divide</u>.</p> <p>3.OA.6- Understand division as an unknown-factor problem. For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</p>	<p>3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>3.OA.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.</p>	<p>3.OA.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.</p>	<p>3.NF.1 Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by a parts of size <math>1/b</math>.</p> <p>3.NF.2a Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>3.NF.2b- Understand a fraction as a number on the number line; represent fractions on a number line diagram. b. Represent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p>	<p>3.NF.1 Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by a parts of size <math>1/b</math>.</p> <p>3.NF.2a Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>3.NF.2b- Understand a fraction as a number on the number line; represent fractions on a number line diagram. b. Represent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p>
<b>Skill and Key Concepts</b>	<p>Multiplication and Division of whole numbers in context</p> <p>Solve problems using appropriate strategies</p>	<p><b>Big Idea 2, Quarter 4:</b> Students will solve a variety of problems using all four operations by writing equations using a variable to represent the unknown quantity. <b>Essential Question(s):</b> What strategies can I use to help me understand mathematical problems involving multiplication and division? How would you use another strategy to convince yourself that your solution is correct for a problem? <b>Key Vocabulary</b> addition, division, estimation strategies, mental computation, multiplication, order of operations, rounding, subtraction,</p>	<p><b>Big Idea 2, Quarter 4:</b> Students will solve a variety of problems using all four operations by writing equations using a variable to represent the unknown quantity. <b>Essential Question(s):</b> What strategies can I use to help me understand mathematical problems involving multiplication and division? How would you use another strategy to convince yourself that your solution is correct for a problem? <b>Key Vocabulary</b> addition, division, estimation strategies, mental computation, multiplication, order of operations, rounding, subtraction, unknown, variable</p>	<p>Identify fractions on a number line Solve Problems using appropriate strategies Read, interpret and solve problems involving tables and graphs</p>	<p>Identify fractions on a number line Solve Problems using appropriate strategies Read, interpret and solve problems involving tables and graphs</p>

		unknown, variable			
<b>Assessment</b>	Drill and Practice Math Facts Group work Independent worksheets Quiz/Test	Drill and Practice Math Facts Group work Independent worksheets Quiz/Test	Drill and Practice Math Facts Group work Independent worksheets Quiz/Test	Drill and Practice Math Facts Group work Independent worksheets Quiz/Test	Drill and Practice Math Facts Group work Independent worksheets Quiz/Test
<b>Resources/ Materials</b>	DI Materials/Merrill Mathematics  Common Core worksheets  Online Resources & worksheets	DI Materials/Merrill Mathematics, Common Core worksheets, Online Resources & worksheets, Pattern Blocks are a wonderful tool to compare fractions as an area model. They can be used as an interactive component online at these sites. (Illuminations Lesson on Comparing Fractions Using Pattern Blocks ; National Library of Virtual Manipulatives) Cuisenaire Rods are another tool to compare fractions as a linear model. They can be used as an interactive component online at these sites. (Cuisenaire Rods for Comparing Fractions, Learning Resources Guide to Cuisenaire Rods, National Library of Virtual Manipulatives)	DI Materials/Merrill Mathematics, Common Core worksheets, Online Resources & worksheets, Pattern Blocks are a wonderful tool to compare System, excellent lesson resources  Georgia Department of Education Extensive and excellent teacher information and lesson resources. Click on grade three + sign on right hand side. Curriculum map will provide unit topics and standards. For example, Unit 1, Numbers and operations in Base Ten, covers the following standards, 3.NBT.1 and 3.NBT.2 in this Quarter 1 for Big Idea 1. For 3.MD.1, 3.MD.2, and 3.MD.3, topics are covered in unit (for 3.MD.3 and Units  1–6 each for a different focus of the standard. Explore each unit for standards in each Big Idea throughout the year. Each unit has a general overview (worth reading) and rich mathematical tasks that scaffold, construct, practice, and performance task as well a culminating assessment task to support the standards of each unit.	DI Materials/Merrill Mathematics  Common Core worksheets  Online Resources & worksheets	DI Materials/Merrill Mathematics  Common Core worksheets  Online Resources & worksheets

# CURRICULUM MAP

Subject: **MATH**

Grade: **3rd**

Quarter: **4th** SY 16-17

Month <i>March- June</i>	WEEK 6	WEEK 7	WEEK 8	WEEK 9
<b>Concept (CCSS Standards)</b>	<p>3.G.2- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p> <p>3.MD.4 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>	<p>3.MD.4 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>	<p>3.MD.2 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>	<p>3.MD.2 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>
<b>Skill or Key Concepts</b>	<p>Identify fractions on a number line</p> <p>Solve Problems using appropriate strategies</p> <p>Read, interpret and solve problems involving tables and graphs</p>	<p>Solve Problems using appropriate strategies</p> <p>Read, interpret and solve problems involving tables and graphs</p>	<p>Big Idea 3, Quarter 4: Students will determine different strategies to solve one-step word problems involving masses or volumes using all four operations.</p> <p>Essential Question(s): What determines the measurement tool you need to solve a problem? What helps you to estimate the size of an amount of liquid?</p> <p>Key Vocabulary attribute, balance scale, beaker, estimate, gram, kilogram, liquid volume, liter, mass, measure, measurement scale, metric, standard units, volume</p>	<p>Big Idea 3, Quarter 4: Students will determine different strategies to solve one-step word problems involving masses or volumes using all four operations.</p> <p>Essential Question(s): What determines the measurement tool you need to solve a problem? What helps you to estimate the size of an amount of liquid?</p> <p>Key Vocabulary attribute, balance scale, beaker, estimate, gram, kilogram, liquid volume, liter, mass, measure, measurement scale, metric, standard units, volume</p>
<b>Assessment</b>	<p>Drill and Practice</p> <p>Math Facts</p> <p>Group work</p> <p>Independent worksheets</p> <p>Quiz/Test</p>	<p>Drill and Practice</p> <p>Math Facts</p> <p>Group work</p> <p>Independent worksheets</p> <p>Quiz/Test</p>	<p>Drill and Practice</p> <p>Math Facts</p> <p>Group work</p> <p>Independent worksheets</p> <p>Quiz/Test</p>	<p>Drill and Practice</p> <p>Math Facts</p> <p>Group work</p> <p>Independent worksheets</p> <p>Quiz/Test</p>
<b>Homework</b>	<p>Aligned Common Core worksheets</p>	<p>Aligned Common Core worksheets</p>	<p>Aligned Common Core worksheets</p> <p>Place value worksheets</p> <p>Math Facts</p>	<p>Aligned Common Core worksheets</p> <p>Place value worksheets</p> <p>Math Facts</p>

<p><b>Resources/ Materials</b></p>	<p>DI Materials/Merrill Mathematics</p> <p>Common Core worksheets</p> <p>Online Resources &amp; worksheets</p>	<p>DI Materials/Merrill Mathematics</p> <p>Common Core worksheets</p> <p>Online Resources &amp; worksheets</p>	<p>DI Materials/Merrill Mathematics, Common Core worksheets, Online Resources &amp; worksheets,</p> <p>HCPSS Howard County Public School System, excellent lesson resources</p> <p>Georgia Department of Education Extensive and excellent teacher information and lesson resources. See Big Idea 1 Quarter 1 for directions to locate standard and lesson content.</p> <p>Amazon Link to Book Purchase Teaching Student-Centered Mathematics volume 2, John M. Van de Walle et al.: Excellent Resource for lesson planning activities.</p>	<p>DI Materials/Merrill Mathematics, Common Core worksheets, Online Resources &amp; worksheets,</p> <p>HCPSS Howard County Public School System, excellent lesson resources</p> <p>Georgia Department of Education Extensive and excellent teacher information and lesson resources. See Big Idea 1 Quarter 1 for directions to locate standard and lesson content.</p> <p>Amazon Link to Book Purchase Teaching Student-Centered Mathematics volume 2, John M. Van de Walle et al.: Excellent Resource for lesson planning activities.</p>
--	--	--	---	---