

Elementary Math; Grade 3

2016 – 2017

	Week	Major Concepts / Topics:	Rich tasks from NC Public Schools to help your student better understand math.
Quarter 1 Aug 10 – Oct 14	1	Introduce concept of rounding to nearest 10 or 100. Multiply one digit whole numbers by multiples of 10 using STRATEGIES based on place value and properties of operation. 3.NBT.1.1, 3.NBT.1.3	<ul style="list-style-type: none"> • Select tasks from NBT 1 OR 3
	2	Solve real-world problems with perimeter. Note: students are NOT expected to use formulas until grade 4. 3.MD.4.8	<ul style="list-style-type: none"> • 3.MD.8 tasks- all are great for understanding
	3	Add/subtract within 1000 using STRATEGIES and algorithms based on place value, properties of operation and relationships. 3.NBT.1.2	<ul style="list-style-type: none"> • 3.NBT.2 tasks- these are great for thinking
	4	Fluency work for multiplying/dividing within 100 using STRATEGIES such as relationship btw \times/\div or prop of operations using strategies emphasized this quarter [focus on 0, 1, 2, 5, and 10 for UNDERSTANDING. 3.OA.3.7	<ul style="list-style-type: none"> • 3.OA.7 tasks
	5	Begin use of equations and letters for unknown quantities [focus on one and two step word problems. 3.OA.4.8	<ul style="list-style-type: none"> • There are 5 tasks for 3.OA.8
	6	Identify math patterns [including + table and X table] and EXPLAIN them using properties of operations; on-going. 3.OA.4.9	<ul style="list-style-type: none"> • Two tasks for 3.OA.9
	7	Use place value understanding to round whole numbers to nearest 10 or 100. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies or properties of operation. 3.NBT.1.1, 3.NBT.1.3	<ul style="list-style-type: none"> • Select tasks from NBT 1 OR 3
	8	Draw a scaled picture graph and a scaled bar graph to rep data with several categories. [focus on one and two step word problems with how many more and how many less questions.] 3.MD.2.3	<ul style="list-style-type: none"> • Two tasks for 3.MD.3
	9	Interpret products of whole numbers. Use \times/\div to solve word problems 3.OA.1.1, 3.OA.1.2, 3.OA.1.3	<ul style="list-style-type: none"> • Select tasks from OA.1-2-3
Quarter 2 Oct 18– Dec 21	Week	Major Concepts / Topics	
	1	Continue conceptual understanding started in qtr. 1 with new strategies focus this quarter. [focus on 3, 4, 9, AND 10; keep reviewing qtr. 1's focus too] Equal groups, arrays, and area problem types - NOT multiplicative compare as that's grade 4. 3.OA. 1.1; 3.OA.1.2; 3.OA.1.3; 3.OA.3.7	<ul style="list-style-type: none"> • Select tasks from OA.1-2-3 • Tasks for OA.7
	2	Understand division as an unknown-factor problem. 3.OA.2.6	<ul style="list-style-type: none"> • Select tasks from OA.6
	3	\times/\div within 100 using strategies from quarter 1 and this qtr. Must be able to show how they know! 3.OA. 3.7	<ul style="list-style-type: none"> • Tasks for OA.7 You can change the numbers in the problems for practice.
4	Determine the unknown whole number in a \times/\div equation relating three numbers. 3.OA.1.4	<ul style="list-style-type: none"> • Tasks for OA.4 	

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	5	Apply prop of operations strategies to \times/\div - commutative, associative, and distributive [no formal terms] 3.OA.2.5	<ul style="list-style-type: none"> • Tasks for OA.5
	6	Relate area to operations of multiplication and addition. Recognize area as an attribute of plane figures/understand concepts of area. Measure area by counting unit squares. 3.MD.3.7; 3.MD.3.5; 3.MD.3.6	<ul style="list-style-type: none"> • Tasks for MD.5 6 7
	7	Distinguish between linear and area measures and examine the relationship with real world problems. 3.MD.4.8	<ul style="list-style-type: none"> • Tasks for MD.8
	8	Understand that shapes in different categories [rhombuses, rectangles, etc.] may share attributes and that those attributes can define a larger category [e.g. quadrilaterals]. Recognize rhombuses, rectangles and squares as examples of quads and DRAW examples that don't belong to any of these categories. USE MANIPULATIVES and GRAPHIC ORGANIZERS. 3. G.1.1	<ul style="list-style-type: none"> • Tasks for G.1 and 2
	9	Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. 3.G.1.2	<ul style="list-style-type: none"> • Tasks for G.1 and 2
	Week	Major Concepts / Topics	
Quarter 3 Jan 5 – Mar 10	1	Understand a fraction, $1/b$, as the quantity formed by 1 part when a whole is portioned into b EQUAL parts; understand a fraction, a/b , as the quantity formed by a parts of size $1/b$. Please focus on use of manipulatives first then drawings. Thanks. Understand a fraction as a number on the number line; represent fractions on a number line and partition it into b EQUAL parts; recognize that each part has $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. Be sure to use number lines in practice continuously. 3.NF.1.1; 3.NF.1.2	<ul style="list-style-type: none"> • Select from tasks for NF.1 or 2 only
	2	Understand two fractions as equivalent if they are the same size or the same point on a number line. 3.NF.1.3a	<ul style="list-style-type: none"> • Select tasks for NF.3 carefully
	3	Recognize/generate simple equivalent fractions and explain why equivalent with a visual fraction model. 3.NF.1.3b	<ul style="list-style-type: none"> • Select tasks for NF.3 carefully
	4	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers [denominators of 2, 3, 4, 6, and 8 only] 3.NF.1.3c	<ul style="list-style-type: none"> • Select tasks for NF.3 carefully
	5	Compare two fractions with same numerator or denominator by reasoning about their size. Recognize comparisons are only valid when the two fractions refer to same whole. Record with $<$, $>$, or $=$. 3.NF.1.3d	<ul style="list-style-type: none"> • Select tasks for NF.3 carefully
	6	Measure and estimate liquid volumes and masses of objects - use drawings to represent the problem. 3.MD.1.2	<ul style="list-style-type: none"> • Select tasks for MD. 2
	7	Measuring and estimating liquid volumes and masses using standard units. $+$, $-$, \times , \div to solve one step word problems. 3.MD.2.3	<ul style="list-style-type: none"> • Tasks suitable for MD.3 and 4

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	8	Generate measurement data by measuring by lengths using rulers marked with halves and fourths of an inch. Show data by making a line plot, where the horizontal scale is marked off in appropriate units- wholes, halves, fourths. 3.MD.2.4	<ul style="list-style-type: none"> • Tasks suitable for MD.3 and 4
	9	Tell & write time to nearest minute and measure time intervals in minutes. Solve word problems involving add/sub of time intervals in minutes using a number line diagram. 3.MD.1.1	<ul style="list-style-type: none"> • Select tasks for MD.1
Quarter 4 Mar 21 – May 24	Week	Major Concepts / Topics	
	1	Review quarter 1-2-3 strategies.	
	2	Students should continue to be pulled in small groups for remediation and extension activities based upon their data and their understanding of our standards.	
	3	Continuous work on the Standards of Math Practices shall occur all year long. Facts are important, yet remember.....	Blog on the 8-mathematical-practice-standards
	4	it's about understanding verses spitting out facts.	Short overview video of the math practices
	5		
	6		LearnZillion can show you videos to help
	7		
	8		
	9		

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