|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PCommon Core Strand** | **Cluster** | **Standard** | **Learning Targets**  3rd Grade Math Curriculum Map – 3rd Quarter | **Resources** | **Vocabulary** |
| **Number and Operations - Fractions** | **Develop understanding of fractions as numbers.** | 3.NF.1 1. 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. | I know that fractions must have equal parts. I know that a fraction can show parts of a whole and parts of a set. I know that when a whole is cut into equal parts, the denominator represents the number of equal parts. I know the numerator of a fraction is the count of the number of equal parts that are shaded or different from the other parts. | Lesson 12-1,12-2,12-3 |  |
| 3.NF.2a 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. 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. | I can use a number line to represent fractions. | Lesson 12-7 |  |
| 3.NF.2b 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. b. 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. | I can use a number line to represent fractions. | Lesson 12-7,12-4 |  |
| **Number and Operations - Fractions** | **Develop understanding of fractions as numbers.** | 3.NF.3a 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. | I can compare fractions by looking at the size of the parts and the number of the parts. I can use a number line to figure out if two fractions are equivalent. | Lesson 12-5,12-6,12-7,12-8, |  |
| 3.NF.3b **Develop understanding of fractions as numbers.** 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b. 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. | I can use visual models(pictures) to figure out equivalent fractions. I can explain why fractions are equivalent using visual models. | Lesson 12-5,12-6,12-8 |  |
| 3.NF.3c **Develop understanding of fractions as numbers.** c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. | I can write a whole number as a fraction. I know that a fraction is the same as division. | Lesson 12-8 |  |
| **Number and Operations - Fractions** | **Develop understanding of fractions as numbers.** | 3.NF.3d **Develop understanding of fractions as numbers.** d. 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. | I can compare the size of two fractions with the same numerator or the same denominator. I know that I can only compare fractions when they are from the same whole. | Lesson 12-5,12-7,12-8 |  |