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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  3rd Grade Math Curriculum Map – 1st Quarter | **Resources** | **Vocabulary** |
| **Operations & Algebraic Thinking** | **Represent and solve problems involving multiplication and division.** | 3.OA.1 1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.  **On-Going** | I know that in multiplication, the X symbol "groups of." So 5 X 3 means 3 groups of 5 things. | 5-1, 5-2,5-3,5-4,5-5,6-5 |  |
| 3.OA.2 2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. **On-Going** | I can use division to find out how many objects are in one group. I can use repeated subtraction to find out how many groups I can make. | 7-1,7-2,7-3,8-2 |  |
| 3.OA.3 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **On-Going** | Quarter 1-I can use many different strategies to solve multiplication words problems. \*tables, arrays, pictures, number lines, fact families, missing numbers. Quarter 2-I can use many different strategies to solve division word problems. | Quarter 1)Topic 5, 6, and 8 Quarter 2)Topic 7,8 |  |
| **Operations and Algebraic Thinking** | **Represent and solve problems involving multiplication and division.** | 3.OA.4 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = 􀃍 ÷ 3, 6 × 6 = ?. | I know that the = symbol means "the same as".  I can use fact families and my knowledge that multiplication is the opposite of division to figure out missing numbers. When given 3X?=30,  I can think…3 groups of some number is the same as 30…3 times some number is the same as 30...  I know that 3 groups of 10 is 30 so the unknown number is 10...The missing factor is 10 because 3 times 10 equals 30. | 5-2,Topic 7 and Topic 8 |  |
| **Understand properties of multiplication and the relationship between multiplication and division.** | 3.OA.5 5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3× 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) On-Going | I can understand and use properties of multiplication and division. | Topic 5, Lesson 6-2,6-6,18-4 |  |
| 3.OA.6 6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. | I can use part-part-whole and fact families to solve a division problem. | Lesson 7-2,7-4,7-5,8-2 |  |
| **Operations & Algebraic Thinking** | **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** | 3.OA.8 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.  **First quarter focus:**  **2-step with addition and subtraction**  **1-step with multiplication and division**  **On-Going** | I can solve two-step word problems using addition and subtraction.  I can solve one-step word problems using multiplication and division.  I can use estimating and rounding to solve problems mentally. | Lesson 2-8,2-9,2-10,3-5,4-3,4-4,4-6,5-7,5-10,6-1,6-2,6-3,6-7,19-6 |  |
| 3.OA.9 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. On-Going | I can identify patterns between numbers in addition. I can identify patterns between numbers using an addition table. I can identify patterns between numbers in multiplication. I can identify patterns between numbers using a multiplication table. | 2-1,2-2,5-2,5-5,5-6,5-7,5-8,5-9,6-5 |  |
| **Numbers and Operations in Base Ten** | **Use place value understanding and properties of operations to perform multi-digit arithmetic.** | 3.NBT.1  1. Use place value understanding to round whole numbers to the nearest 10 or 100. | I can use my understanding of place value to round numbers to the nearest ten or hundred. I can use a number line and a hundreds chart to round numbers. | Lesson 1-5,2-4,2-8,4-6 |  |
| 3.NBT.2  2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | I can use many different strategies to solve addition and subtraction problems within 1000. I can explain how my answer is reasonable. | Lesson 2-1,2-6,2-7,2-8,2-9,2-10,3-5,4-1,4-2,4-3,4-4,4-5 |  |