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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  3rd Grade Math Curriculum Map – 2nd Quarter | **Resources** | **Vocabulary** |
| **Operations and Algebraic Thinking** | **Multiply and divide within 100.** | 3.OA.7 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | I have my multiplication and division facts memorized up to 10X10 and 100÷10. | Lesson 8-1,8-2,8-3,8-4 |  |
| **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.  **Focus for 2nd Quarter:**  **Two-step word problems using the four operations. (combining any of the four). On-Going** | I can solve two-step word problems using all four operations. 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 |  |
| **Numbers and Operations in Base Ten** | **Use place value understanding and properties of operations to perform multi-digit arithmetic.** | 3.NBT.3  3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. | I can multiply one digit numbers by multiples of 10. I understand place value when multiplying by tens. | Lesson 5-7,5-8,18-1 |  |
| **Measurement and Data** | **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** | 3.MD.5a 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. | I know that I can use a unit square to find the area of a plane figure. | 16-5,16-6,16-7 |  |
| 3.MD.5b 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. | I can find the area by using square units. | 16-5,16-6,16-7 |  |
| **Measurement and Data** | **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** | 3.MD.6 6. Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units). | I can find the area of a plane figure by counting unit squares. | 16-5,16-6,16-7 |  |
| 3.MD.7 a 7. Relate area to the operations of multiplication and addition.  a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. | I can find the area of a rectangle by tilting it or multiplying the side lengths. I know that this is the same thing. | Lesson 16-5,16-7 |  |
| **Measurement and Data** | **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** | 3.MD.7 b 7. Relate area to the operations of multiplication and addition.  b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. | I can find the area of a rectangle using real world math problems. I can use the distributive property to find the area of a rectangle. | Topic 5-2,16-5,16-6,16-8 |  |
| 3.MD.7 c 7. Relate area to the operations of multiplication and addition.  c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. | I can use the distributive property to find the area of a rectangle. | Topic 6, 16-7 |  |
| 3.MD.7 d 7. Relate area to the operations of multiplication and addition.  d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. | I can find the area of a rectilinear figure (a polygon that has all right angles)by breaking the figure apart and finding the area of each piece. Then I can add the area together. | Topic 16-7,16-8 |  |
| **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** | 3.MD.8  8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. | I can find the perimeter of polygons. I can find the perimeter of polygons when one side length is missing. | Lesson 6-7,15-5,16-1,16-2,16-3,16-5 |  |
| **Geometry** | **Reason with shapes and their attributes.** | 3.G.1  1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | I know that a quadrilateral is a closed shaped with four sides (square, rectangle, trapezoid, parallelogram, rhombus). I know that a parallelograms include: squares, rectangles, rhombi, or other shapes that have two pairs of parallel sides. | Lesson 10-5,10-6,10-7,10-8, |  |
| 3.G.2  2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. | I can partition (divide) a shape into equal fractional parts. I know that each of these parts have the same area. | Lesson 12-1,10-8,16-7 |  |