Wells Elementary School
Grade 3 Curriculum
MATH

Grade Level: 3
UNIT/MODULE: 1 - Properties of Multiplication and Division and Solving Problems with Units of 2 - 5 and 10

Focus Skills/Strategies:
A. Multiplication and the Meaning of Factors
B. Division as an Unknown Factor Problem
C. Multiplication Using Units of 2 and 3
D. Division Using Units of 2 and 3
E. Multiplication and Division Using Units of 4
F. Distributive Property and Problem Solving Using Units of 2 - 5 and 10

Standards	**LEARNING TARGETS ("I CAN" STATEMENTS)**
3.OA.1	I can interpret products of whole numbers as X many groups of X many objects in each.
3.OA.2	I can interpret quotients of whole numbers as the number of objects in each group when the objects are partitioned equally.
3.OA.3	I can decide when to use multiplication in word problems within 100. I can solve multiplication word problems involving equal groups, arrays, and measurement quantities by using drawings and equations with a symbol for the unknown number.
3.OA.4	I can find the unknown whole number in any part of a multiplication equation. I can find the unknown whole number in any part of a division equation.
3.OA.5	I can show that changing the order of the factors in a multiplication problem does not affect the product. I can show that changing the grouping of three or more factors in a multiplication problem does not affect the product. I can show that multiplying a sum by a number is the same as multiplying each of its addends by the numberand then adding the products.
3.OA.6	I can use multiplication fact families to find the unknown number in a division problem.
3.OA.7	I can fluently multiply within 100 using a variety of strategies. I can recall products of two one digit numbers from memory. I can fluently divide within 100 using a variety of strategies.
3.OA.8	I can use +, , x, / to solve two step word problems. I can use a letter to stand for the unknown number in the equations. I can use mental math and estimation strategies to decide if the answer is reasonable.

Grade Level: 3

UNIT/MODULE: 2 - Place Value and Problem Solving with Units of Measure

Focus Skills/Strategies:
A. Time Measurement and Problem Solving
B. Measuring Weight and Liquid Volume in Metric Units
C. Rounding to the Nearest Ten and Hundred
D. Two and Three Digit Measurement Addition Using the Standard Algorithm
E. Two and Three Digit Measurement Subtraction Using the Standard Algorithm

Standards	LEARNING TARGETS ("I CAN" STATEMENTS)
3.NBT.1	I can define rounding in relation to place value. I can round a whole number to the nearest 10. I can round a whole number to the nearest 100.
3.NBT.2	I know strategies and algorithms for adding and subtracting within 1000. I can fluently add and subtract within 1000.
3.MD.1	I can recognize minute marks on an analog and digital clock. I can write time to the nearest minute. I can tell time to the nearest minute. I can compare an analog clock with a number line. I can use a number line to add and subtract time intervals in minutes. I can solve word problems involving addition and subtraction of time intervals in minutes.
3.MD.2	I can explain how to measure liquid volume in liters. I can explain how to measure mass in grams and kilograms. I can add, subtract, multiply, and divide units of liters, grams, and kilograms. I can use various strategies to represent a word problem involving liquid volume or mass. I can solve one step word problems involving masses given in the same unit. I can measure liquid volumes using standard units of liters. I can measure mass of objects using standard units of grams and kilograms.

Grade Level: 3

UNIT/MODULE: 3 - Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10

Focus Skills/Strategies:
A. The Properties of Multiplication and Division
B. Multiplication and Division using Units of 6 and 7
C. Multiplication and Division Using Units up to 8
D. Multiplication and Division Using Units of 9
E. Analysis of Patterns and Problem Solving Including Units of 0 and 1
F. Multiplication of Single-Digit Factors and Multiples of 10

Standards	LEARNING TARGETS ("I CAN" STATEMENTS)
3.OA.3	I can decide when to use multiplication in word problems within 100. I can solve multiplication word problems involving equal groups, arrays, and measurement quantities by using drawings and equations with a symbol for the unknown number.
3.OA.4	I can find the unknown whole number in any part of a multiplication equation. I can find the unknown whole number in any part of a division equation.
3.OA.5	I can show that changing the order of the factors in a multiplication problem does not affect the product. I can show that changing the grouping of three or more factors in a multiplication problem does not affect the product. I can show that multiplying a sum by a number is the same as multiplying each of its addends by the number and then adding the products.
3.OA.6	I can solve for the answer to a division equation by thinking of the missing factor in a multiplication equation.
3.OA.7	I can fluently multiply within 100 using a variety of strategies. I can recall products of two one digit numbers from memory. I can fluently divide within 100 using a variety of strategies.
3.OA.8	I can use +, , x, / to solve two step word problems. I can use a letter to stand for the unknown number in the equations. I can use mental math and estimation strategies to decide if the answer is reasonable.
3.OA.9	I can find patterns in addition and multiplication tables.
3.NBT.3	I can multiply any one-digit number by ten and multiples of 10.

Grade Level: 3

UNIT/MODULE: 4 - Multiplication and Area

Focus Skills/Strategies:
A. Foundations for Understanding Area
B. Concepts of Area Measurement
C. Arithmetic Properties Using Area Models
D. Applications of Area Using Side Lengths of Figures

Standards	LEARNING TARGETS ("I CAN" STATEMENTS)
3.MD.5	● I can define area as the measure of space within a plane figure. ● I can understand that unit squares can be used to measure the area of plane figures. ● I can understand that a plan figure covered without gaps or overlaps by a certain number of ● unit squares has an area that is equal to the number of unit squares used to cover it.
3.MD.6	● I can count unit squares to measure area. ● I can record the area in square cm, m, in, ft, and other units.
3.MD.7	● I can use multiplication and addition to find the area. ● I can 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 divide a rectangle into equal size squares and count the squares to find the area. ● I can divide a rectangle into equal size squares and multiply the number of squares across the long side by the number of squares across the short side to find the area. ● I can solve real world problems by multiplying a rectangle's lengths to find the area. ● I can divide a rectangle into equal sized squares to show that the area of the rectangle with side lengths a and b+c is the sum of a x b and a x c. ● I can represent the distributive property using area models. ● I can find the area of a polygon that is made of two rectangles. ● I can divide a polygon into two rectangles along the shared side. ● I can add the areas of the two rectangles to find the area of the entire polygon.

Grade Level: 3

UNIT/MODULE: 5 - Fractions as Numbers on the Number Line

Focus Skills/Strategies:
A. Partition a Whole into Equal Parts
B. Unit Fractions and Their Relation to the Whole
C. Comparing Unit Fractions and Specifying the Whole
D. Fractions on the Number Line
E. Equivalent Fractions
F. Comparison, Order, and Size of Fractions

Standards	LEARNING TARGETS ("I CAN" STATEMENTS)
3.NF.1	I can recognize a unit fraction such as ¼ as the quantity formed when the whole is partitioned into 4 equal parts. I can identify a fraction such as ⅔ and explain that the quantity formed is 2 equal parts of the whole partitioned into 3 equal parts (⅔ and ⅓ of the 3/3). I can express a fraction as the number of unit fractions. I can use accumulated unit fractions to represent numbers equal to, less than and greater than one (⅓, and ⅓, is ⅔, ⅓, ⅓, ⅓, and ⅓ and 4/3
3.NF.2	I can define the interval form 0 to 1 on a number line as the whole. I can divide a whole on a number line into equal parts. I can recognize that the equal parts between 0 and 1 have a fractional representation. I can represent each equal part on a number line with a fraction. I can explain that the endpoint of each equal part is represented by a fraction (1/the number of equal parts).
3.NF.3	I can recognize the whole numbers written in fractional parts on a number line. I can recognize the difference between a whole number and a fraction. I can explain how a fraction is equivalent to a whole number.
3.G.2	I know that shapes can be partitioned into equal areas. I can describe the area of each part as a fractional part of the whole. I can relate fractions to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade Level: 3

UNIT/MODULE: 6 - Collecting and Displaying Data

Focus Skills/Strategies:
A. Generate and Analyze Categorical Data
B. Generate and Analyze Measurement Data

Standards	LEARNING TARGETS ("I CAN" STATEMENTS)
3.MD.3	I can ***explain*** the scale of a graph with a scale greater than one. I can ***identify*** the scale of a graph with a scale greater than one. I can analyze a graph with a scale greater than one. I can choose a proper scale for a bar or picture graph. I can interpret a bar or picture graph to solve one or two step problems asking "how many more" and "how many less". I can create a scaled *picture* graph to show data. I can create a scaled *bar* graph to show data.
3.MD.4	I can define the horizontal axis. I can identify each plot on the line graph as data or a number of objects. I can analyze data from a line plot graph. I can determine the appropriate unit of measurement. I can determine the appropriate scale for a line plot graph. I can use a ruler to measure lengths in halves and fourths. I can create a line plot graph where the horizontal scale is marked off in appropriate units; whole numbers, halves, or quarters.

Grade Level: 3

UNIT/MODULE: 7 - Geometry and Measurement Word Problems

Focus Skills/Strategies:
A. Solving Word Problems
B. Attributes of two-dimensional Figures
C. Problem Solving with Perimeter
D. Recording Perimeter and Area Data on Line Plots
E. Problem Solving with Perimeter and Area

Standards	LEARNING TARGETS ("I CAN" STATEMENTS)
3.OA.8	I can use +, , x, / to solve two step word problems. I can use a letter to stand for the unknown number in the equations. I can use mental math and estimation strategies to decide if the answer is reasonable.
3.MD.4	I can generate and record measurement data using wholes, halves, and quarters of an inch. I can create a line plot with a horizontal scale marked off in whole, half, and quarter units to represent a set of measurement data.
3.MD.8	I can solve realworld problems involving perimeters of polygons. I can find the perimeter of a polygon given the side lengths. I can find an unknown side length. I can create rectangles with the same perimeter and different areas. I can create rectangles with the same area and different perimeters.
3.G.1	I can understand that shapes in different categories may share attributes. I can understand that the shared attributes can define a larger category of shapes. I can recognize that rhombuses, rectangles, and squares are examples of quadrilaterals. I can draw quadrilaterals that are not squares, rectangles, or rhombuses.