

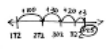


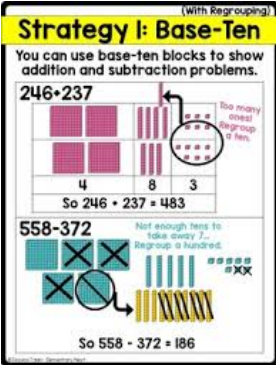
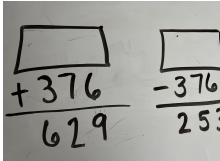
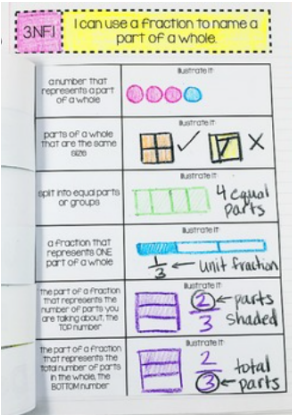
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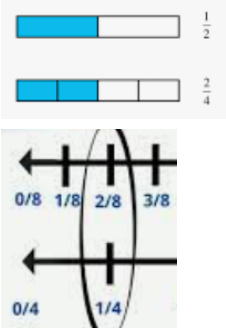
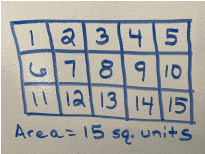
Essential Standards

3rd Grade Math

Common Core Standard and Description	Example Rigor	Prerequisite Skill	Common Assessment	When Taught?	Extension Standards	Common Materials & Resources
What is the essential standard to be learned? Describe in student friendly vocabulary.	What does proficiency look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?	
3.OA.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. I can multiply and divide within 100 to solve word problems.	I can write and solve an equation to match a story problem using a symbol for the unknown number.	Arrays Groups Total Size Multiplication Division Factors Product Quotient Dividend Each In all Sharing equally Symbols: x, $\div$, =, $\square$	3.OA.3 Clipboard Data Mid-Module Assessment End-of-Module Assessment	Unit 2, 5, 7 NC Oct, Jan, May	Two step word problems Solve story problems with the unknown number in all positions.	Math Fact Labs Math Fact Pages

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. I can fluently multiply and divide within 100.	Students can multiply and divide within 100 fluently.	Repeated addition Arrays Different groups of Count by numbers Symbols: $\times$, $\div$, $=$, $\sqrt{\quad}$ Strategies by fact type	3.OA.7 Clipboard Data Delta Resources	Modules 1 & 3 September-November	Multiply by multiples of 10.	Reflex Math Fact Labs
3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	Which tens/hundreds are around the number and which ten/hundred is the number closer to? What are all the numbers that would round to 50? 500?	Place Value Counting Sequence	3.NBT.1 Clipboard Data	Module 2 After Thanksgiving	Tell how far each number is from the next benchmark.	Rounding Rollercoaster Balloon Trick
3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or	Below are a variety of strategies that students will be exposed to as they build their understanding of addition. 153 + 172 = ? Base-Ten Blocks and Quick Picture  Break Apart/Expanded Form $\begin{array}{r} 100 + 50 + 3 \\ + 100 + 70 + 2 \\ \hline 200 + 120 + 5 \\ 300 + 20 + 5 = 325 \end{array}$ Standard Algorithm $\begin{array}{r} 153 \\ + 172 \\ \hline 325 \end{array}$ Counting Up to Add $\begin{array}{l} 172 + 80 = 252 \\ 252 + 20 = 272 \\ 272 + 50 = 322 \\ 322 + 3 = 325 \end{array}$ 	Add and subtract using place value strategies within 100.	3.NBT.2 Clipboard Data Delta Resources	Module 2 After Thanksgiving	Add and subtract within 1000 with the missing number in all positions.	Base Ten Blocks Place Value Chart

the relationship between addition and subtraction.						
3.NF.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 $1/b$.		2.G.3 Partition shapes into 2, 3, or 4 parts and label them as halves, thirds, and fourths/quarters. Describe one whole using fraction parts “three thirds”. Give examples of fractions of the same whole need not have the same shape. 	3.NF.1 Clipboard Data Delta Resources	Module 5	3.NF.2 Show fractions on a number line.	Eggs cartons Fraction tiles
3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	 Students can create a number line from 0 to 1 with equally spaced partitions. Students can mark a fraction amount on the number line or tell what fraction a marked location represents.	3.NF.1 Understand a fraction as equal parts of a whole.	3.NF.2 Clipboard Data Delta Resources	Module 5	Compare 2 fractions with different denominators on the same number line.	Rope (to hang fraction) Fraction worksheets Picture models

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	Students can explain how two different fractions in written form can represent the same amount and show this using a model. Students can generate equivalent fractions.  Students can compare fractions by reasoning about their size.	Understanding that a larger denominator means there are more pieces of the whole, meaning each piece will be smaller. When comparing unit fractions, the one with the larger denominator will represent a smaller piece. $\frac{1}{2} > \frac{1}{8}$	3.NF.3 Clipboard Data Delta Resources	Module 5	Compare fractions using a benchmark, such as $\frac{1}{2}$. $\frac{4}{8} < \frac{3}{5}$ because $\frac{4}{8}$ is one half and 3 is more than half of 5.	Fraction worksheets Picture models
3.MD.7 Relate area to the operations of multiplication and addition.	 Area = $5+5+5$ Area = 3×5 Use area models to explain the distributive property.	3.MD.6 Measure areas by counting unit squares.	3.MD.7 Clipboard Data	Module 4	Decompose an irregular shape into two areas and add them together.	Irregular Shapes worksheets Missing side