

GRADE 3 - Quarter 3 Math

<p><u>Chapter 9</u></p> <p><u>3NF3.a</u> Develop understanding of fractions as numbers.</p> <p><u>DOK- 2</u> <u>NF3.A.3b</u></p> <p><u>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.</u></p> <p><u>DOK- 2</u> <u>3.NF.A.3d</u> 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.</p> <p><u>DOK-2</u></p>	<p><u>Chapter 10</u></p> <p>3MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p> <p><u>DOK- 2</u></p> <p><u>3.MD.C.7C</u> <u>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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</u></p> <p><u>DOK-3</u></p>	<p><u>Chapter 11</u></p> <p><u>3.MD.6</u> <u>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</u></p> <p><u>DOK- 1</u></p> <p><u>Chapter 11</u></p> <p><u>3MD.7</u> <u>Relate area to the operations of multiplication and addition.</u></p> <p><u>DOK- 2</u></p> <p><u>3.MD.C.7A</u> <u>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.</u></p> <p><u>DOK-2</u></p> <p><u>3.MD.C.7B</u> <u>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.</u></p> <p><u>DOK- 3</u></p>	<p><u>Compare Fractions</u> <u>Chapter 9: 13 days</u></p> <p><u>Time, Length, Liquid Volume and Mass</u> <u>Chapter 10: 15 days</u></p> <p><u>Perimeter and Area</u> <u>Chapter 11: 16 days</u></p> <p><u>Total Days: (44 days projected)</u></p>
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<p><u>Chapter 11</u></p> <p><u>3.MD.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.</u> DOK- 3.</p>	<p><u>Chapter 10</u></p> <p><u>3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</u> DOK- 2</p>	<p><u>Chapter 10</u></p> <p><u>3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.2</u> DOK- 1</p>	

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