

GRADE 3 - Quarter 1 Math

<p><u>CHAPTERS: 1, 2, 3, 4</u></p> <p><u>3.OA.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.</u></p> <p><u>DOK- 2</u></p> <p><u>CHAPTERS: 1, 4</u></p> <p><u>3.OA.9</u> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations</p> <p><u>DOK-1</u></p> <p><u>3.NBT.A1</u> Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><u>DOK- 1</u></p> <p><u>Chapters: 3</u></p> <p><u>3.OA.1</u> Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p><u>DOK-1</u></p>	<p><u>Chapters: 1, 2,</u></p> <p><u>3.NBT.2</u> 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.</p> <p><u>DOK- 1</u></p> <p><u>Chapters: 2</u></p> <p><u>3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</u></p> <p><u>DOK-2</u></p> <p><u>Chapters: 4,</u></p> <p><u>3.OA.5 Apply properties of operations as strategies to multiply and divide.</u></p> <p><u>DOK- 2</u></p>	<p><u>Chapters: 4</u></p> <p><u>3.MD.4</u> 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>Chapters: 4</u></p> <p><u>3.OA.7</u> 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.</p> <p><u>DOK- 1</u></p> <p><u>Chapters: 1</u></p> <p><u>3.NBT.1</u> Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><u>DOK-1</u></p> <p><u>Chapters:3, 4</u></p> <p><u>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.</u></p> <p><u>DOK 3</u></p>	<p><u>2 days for beginning of year routines and /or testing</u></p> <p><u>Addition and Subtraction within 100</u> <u>Chapter 1 : 15 days</u></p> <p><u>Represent and Interpret Data</u> <u>Chapter 2: 10 days</u></p> <p><u>Understanding Multiplication</u> <u>Chapter 3: 13 days</u></p> <p><u>Multiplication Facts and Strategies</u> <u>Chapter 4: 16 days</u></p> <p><u>Total Days: (54 days projected) 42 actual</u></p>
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