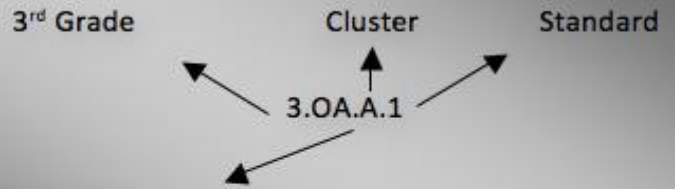


**Campbell County Schools**  
**3<sup>rd</sup> Nine Weeks at-a-Glance**  
**3rd Grade Math**

**Mathematical Practices:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Common Core Coding Explanation**



Domain:

- OA: Operations and Algebraic Thinking
- NBT: Number and Operations in Base Ten
- NF: Numbers and Operations in Fractions
- MD: Measurement and Data
- G: Geometry

Common Core State Standard	Aligned Textbook Lessons/Activities
<b>Fractions on a Number Line – Suggested 17 Days</b>	
<p><b>3.G.A.2.</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describes the area of each part as 1/4 of the area of the shape.</i></p>	
<p><b>3.MD.B.4.</b> 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><b>3.NF.A.1.</b> <math>1/b</math> as the quantity formed by 1 part when <math>a</math> whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</p>	

<p><b>3.NF.A.2.</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram</p>	
<p>a. <b>3.NF.A.2a.</b> Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p>	
<p>b. <b>3.NF.A.2.b.</b> Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p>	
<b>Comparing Fractions – Suggested 18 Days</b>	
<p><b>3.NF.A.3.</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	
<p>a. <b>3.NF.A.3a.</b> Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	
<p>b. <b>3.NF.A.3b.</b> Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>	
<p>c. <b>3.NF.A.3c.</b> Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math></i></p>	

and 1 at the same point of a number line diagram.

- d. 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. <sup>1</sup> Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

### Properties – Suggested 10 Days

**3.OA.B.5.** Apply properties of operations as strategies to multiply and divide.<sup>2</sup> *Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)* Students need not use formal terms for these properties.