

Curriculum Map

Course Title: Math

Grade: 3rd

Unit (Name/Number): Numbers and Operations- Fractions	Pacing: Refer to RCC Pacing Guide
Essential Question(s): How do you develop an understanding of fractions as numbers?	

Content/Key Concepts (Eligible Content)	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
<p>Develop an understanding of fractions as numbers</p> <p><u>M03.A-F.1.1.1 Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).</u> *</p> <p><u>M03.A-F.1.1.2 Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).</u> *</p> <p><u>M03.A-F.1.1.3 Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator).</u></p> <p>*Example 1: $1/2 = 2/4$ Example 2: $4/6 = 2/3$</p>	<p><u>Common Core</u> 3.NF.1, 3.NF.2a, 3.NF.2b, 3.OA.3</p> <p><u>PA Core Standards</u> CC.2.1.3.C1</p>	<p>Imperative to use exact vocabulary</p> <ul style="list-style-type: none"> ● half ● third ● fourth ● quarter ● fifth ● sixth ● eighth ● whole number ● whole set ● fraction ● unit fraction ● numerator ● denominator ● equivalent fractions 	<p>Lesson 14: Understand what a Fraction is (M)</p> <p>Lesson 15: Understand Fractions on a Number Line (M)</p> <p>Lesson 16: Understand Equivalent Fractions (M)</p> <p>Lesson 17: Find Equivalent Fractions (M)</p> <p>Lesson 18: Understand Comparing Fractions (M)</p> <p>Lesson 19: Use Symbols to Compare Fractions (M)</p> <p>Unit 4: Math in Action: Use Fractions</p> <p>Fraction of a set from Envision 9-3 and 9-4</p>	<p><u>Assessment Options:</u> RCC Quizzes RCC Mid-Unit Assessments RCC Interim Assessment</p> <p><u>District Requirement:</u> RCC Unit Assessments</p> <p><u>Extension Activities:</u> Math in Action</p> <p><u>Practice Standards:</u> Understand what a Fraction is 2,3,4,6</p> <p>Understand Fractions on a Number Line 2,3,7</p> <p>Understand Equivalent Fractions 2,3,4</p> <p>Find Equivalent Fractions 1,2,4,6</p> <p>Understand Comparing Fractions 2,3,7</p>

<p><u>M03.A-F.1.1.4 Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8).</u> *Example 1: Express 3 in the form $3 = 3/1$. Example 2: Recognize that $6/1 = 6$.</p> <p>M03.A-F.1.1.5 Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols $>$, $=$, or $<$, and/or justify the conclusions.</p> <p><i>*Link provided to SAS assessment questions</i></p>				<p>Use Symbols to compare Fractions 2,3,4,7</p>
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M = lessons that have a **major emphasis** in the Common Core Standards

S/A = lessons that have **supporting/additional** emphasis in the Common Core Standards