Mount Pleasant Central School District

3rd Grade, Math

We believe that students should learn the mathematical practice standards by showing the connections between real world problems and mathematical solutions by modeling, explorations and discovery.

How can we use a variety of strategies and models to solve problems involving units of any number? In this class, students will multiply and divide by single digit numbers. They will use their place value knowledge to perform arithmetic operations. Students will recognize fractions as numbers and develop an understanding of polygons, perimeter and area. Our main goal is to develop an understanding of the relationship between multiplication and division while continuing to strengthen our number sense. We emphasize critical thinking, problem solving, and resilience through communication and collaboration in whole group and small group lessons. Assessment will be through mid module and end of module assessments as well as performance based assessments which enable students to apply their learning to real world situations.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Module 1 Multiplication and Division with Units of 2,3,4,5 and 10	September - October	Students represent and solve multiplication and division problems using drawings, arrays, and equations. They apply properties of operations to build fluency and deepen their understanding of equal groups. Instruction emphasizes interpreting products and quotients, recognizing patterns, and connecting multiplication and division.	Commutative Property of Multiplication Division Factor Multiplication Parentheses Product Quotient Rotate Size of the group	3.OA.1: Interpret products of whole numbers (e.g., 5 x 7 as 5 groups of 7). 3.OA.2: Interpret quotients of whole numbers (e.g., 15 ÷ 3 as how many groups of 3, or how many in each group). 3.OA.3: Use multiplication and division within 100 to solve word problems with equal groups, arrays, and measurements.	Students will represent multiplication and division problems with a drawing and an equation. Students will demonstrate the Commutative Property of Multiplication using arrays and equations. Students will demonstrate the Distributive Property and use it to break apart division	Why is multiplication a more efficient way to find the total when you have equal groups? How are multiplication and division related? Why is the Commutative Property true for Multiplication but not Division?	Written assessment; Performance Based Assessment

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				3.OA.4: Determine the unknown whole number in a multiplication or division equation (e.g., 8 x ? = 48). 3.OA.5: Apply properties of operations as strategies to multiply and divide (Commutative, Associative, Distributive). 3.OA.6: Understand division as an unknown-addend problem (e.g., 10 ÷ 2 = 5 because 2 x 5 = 10).	problems into known facts. Students will solve word problems involving multiplication and division.		

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				3.OA.7: Fluently multiply and divide within 100, using strategies like properties and inverse relationships. 3.OA.8: Solve two-step word problems using the four operations, assessing reasonableness. 3.OA.9: Identify and extend arithmetic patterns (like in multiplication tables), explaining them using properties.			

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Module 2 Place Value Concepts Through Metric Measurement	October - November	Students estimate and measure weight and liquid volume using Metric units. They deepen their understanding of place value within 10,000, round numbers to the nearest ten and hundred, and solve measurement problems involving addition and subtraction.	Capacity Gram Kilogram Liquid volume Liter Milliliter Rounding Ten thousand	3.NBT.1: Use place value understanding to round whole numbers to the nearest ten or hundred. 3.NBT.2: Fluently add/subtract within 1,000 using strategies and algorithms based on place value. 3.MD.2: Measure and estimate liquid volume and masses of objects using Metric units. Add, subtract, multiply and divide to solve one-step word problems involving	Students will estimate and measure liquid volume and mass in Metric units. Students will solve word problems using all four operations involving Metric units. Students will write numbers up to 10,00 in standard form, expanded form and word form. Students will round numbers to the nearest ten and	How does finding the mid point help you round numbers? Which is more accurate: a number rounded to the nearest ten or nearest hundred? How can you use addition and subtraction to solve real world problems using metric measurement?	Written assessment

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				mass or liquid volume. 3.MD.3: Draw a scaled bar graph to represent a data set. 3.MD.4: Generate measurement data by measuring lengths. Show data by making a line plot where the horizontal axis is marked off in whole numbers, halves and quarters.	hundred using a vertical number line.		

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Module 3 Multiplication and Division with Units of 0,1,6,7,8,9	December	Students extend their multiplication and division understanding to additional units. They apply properties of operations, represent problems with drawings and equations, and continue building fluency with facts within 100.	Multiple Skip count Factors Product Quotient Value	3.OA.1: Interpret products of whole numbers (e.g., 5 x 7 as 5 groups of 7). 3.OA.2: Interpret quotients of whole numbers (e.g., 15 ÷ 3 as how many groups of 3, or how many in each group). 3.OA.3: Use multiplication and division within 100 to solve word problems with equal groups, arrays, and measurements. 3.OA.4: Determine the	Students will represent multiplication and division problems with a drawing and an equation. Students will demonstrate the Commutative Property of Multiplication and the Associative Property of Multiplication using arrays and equations. Students will demonstrate the Distributive Property	Why is multiplication a more efficient way to find the total when you have equal groups? How are multiplication and division related? Why is the Commutative Property true for Multiplication but not Division?	Written assessment

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				unknown whole number in a multiplication or division equation (e.g., 8 x ? = 48). 3.OA.5: Apply properties of operations as strategies to multiply and divide (Commutative, Associative, Distributive). 3.OA.6: Understand division as an unknown-addend problem (e.g., 10 ÷ 2 = 5 because 2 x 5 = 10). 3.OA.7: Fluently	and use it to break apart division problems into known facts. Students will solve word problems involving multiplication and division.		

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Module 4 Multiplication and Area	January - February	Students explore attributes of squares, rectangles, and trapezoids. They build foundational understanding of area, relate area to multiplication, and apply properties of area to solve real-world problems.	Area Area model Length Side length Square centimeter Square inch Width	3.MD.5: Recognize area as an attribute of two-dimensional shapes. 3.MD.6: Measure area by counting all of the unit squares within a shape 3.MD.7: Relate the area of the side lengths by tiling it and show that the area is the same as multiplying the side lengths.	Students will tile polygons to find their area. Students will determine the area by multiplying side lengths. Students will decompose to find the area of composite shapes. Students will solve real world problems involving area.	What are some real world applications of area?	Written assessment; Performance Based Assessment

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Module 5 Fractions as Numbers	March - April	Students partition wholes into equal parts, represent fractions on a number line, compare fractions, and identify equivalent fractions. They also record fractional data on line plots.	Denominator Eighths Equivalent Fifths Fourths Fractional units Halves Ninths Numerator Sixths Tenths Thirds Unit fraction	3.NF.1: Understand that a unit fraction is the quantity formed by one part when a whole is partitioned into equal parts. 3.NF.2: Represent fractions on a number line in between 0 and 1. 3.NF.3: Explain equivalence of fractions and compare fractions by reasoning about their size.	Students will partition a whole into equal parts and name the fractional unit. Students will identify and represent a whole as a unit fraction and a non-unit fraction as well as two non-unit fractions. Students will compare unit fractions by reasoning about their size concretely. Students will name	How can a whole be partitioned into a certain number of equal parts? How can we compare fractions when the wholes are the same size? How do you place fractions on a number line?	Written assessment

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					equivalent fractions on a number line. Students will locate fractions between 0 and 1 on a number line. Students will express whole numbers as fractions with a denominator of 1. Students will record data on a line plot.		
Module 6	May - June	Students tell time to	Diagonal	3.MD.1: Tell and write	Students will tell	How can we solve	Written assessment;

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Geometry, Measurement and Data		the nearest minute, solve elapsed time problems, classify two-dimensional figures, solve perimeter problems, and collect and represent data using graphs and line plots.	Perimeter Polygon Triangle Quadrilateral Pentagon Hexagon Octagon Elapsed Time	time to the nearest minute 3.MD.3: Draw scaled picture and bar graphs to represent a data set with several categories. Solve one-and two-step comparison word problems based on the data. Measure lengths by using rulers marked with halves and fourths. Show the data in a line plot. 3.MD.8: Solve real world problems involving perimeters of	time to the minute and solve problems with elapsed time. Students will find the perimeter of shapes by adding all the side lengths. Students will apply their knowledge of perimeter when solving real world problems about perimeter. Students will create line plots using different measurement lengths.	problems involving start time, end time and time passed? How is the perimeter of a shape different from the area of a shape? How can data be represented in different kinds of graphs?	Performance Based Assessment

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				polygons. Identify rectangles with the same perimeter and different areas or with the same area and different perimeters.			