

Readington Township Public Schools

Grade 3 Math

Authored by: Melissa Truempy

Reviewed by: Erik Yates
Supervisor of Math, Science, and Technology

Approval Date: September 2014
Updated NJ Standards August 2016

Members of the Board of Education:

David Livingston, President
Cheryl Filler, Vice-President
Barbara Dobozyński
Vincent Panico
Eric Zwerling
Laura Simon
Ray Egbert
Bill Goodwin
Wayne Doran

Superintendent: Dr. Barbara Sargent

Readington Township Public Schools

Whitehouse Station, NJ 08889

www.readington.k12.nj.us

I. OVERVIEW

Readington Township Public Schools' K-5 mathematics curriculum provides students with a strong foundation in mathematics content while promoting and instilling the skills of problem solving, communication in mathematics, making mathematical connections, and reasoning. Throughout the delivery of the K-5 mathematics program, various tools and technology are employed, including manipulatives, calculators, software, apps, videos, websites, and computing devices (computers, tablets, smart phones, interactive whiteboards, etc.). A strong focus of the program is on promoting high levels of mathematical thought through experiences which extend beyond traditional computation.

In Grade 3, instructional time focuses on four critical areas: (1) developing an understanding of multiplication and division and the strategies for multiplication and division within 100; (2) developing an understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing an understanding of the structure of rectangular arrays and of area; and (4) describing, comparing, and analyzing two-dimensional shapes.

II. STUDENT OUTCOMES (Linked to New Jersey Student Learning Standards for Mathematics 2016))

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division.

[NJSL.MATH.CONTENT.3.OA.A.2](#)

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of Objects each. *For example, describe and or represent a context in which a total number of objects can be expressed as 5×7 .*

[NJSL.MATH.CONTENT.3.OA.A.2](#)

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*

[NJSL.MATH.CONTENT.3.OA.A.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.¹

[NJSL.MATH.CONTENT.3.OA.A.4](#)

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$*

Understand and apply properties of multiplication and the relationship between multiplication and division.

[NJSL.MATH.CONTENT.3.OA.B.5](#)

Apply properties of operations as strategies to multiply and divide.² *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 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*

[NJSL.MATH.CONTENT.3.OA.B.6](#)

Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

[NJSL.MATH.CONTENT.3.OA.C.7](#)

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.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

[NJSLS.MATH.CONTENT.3.OA.D.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.³

[NJSLS.MATH.CONTENT.3.OA.D.9](#)

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

NUMBER AND OPERATIONS IN BASE TEN

Use place value understanding and properties of operations to perform multi-digit arithmetic.

[NJSLS.MATH.CONTENT.3.NBT.A.1](#)

Use place value understanding to round whole numbers to the nearest 10 or 100.

[NJSLS.MATH.CONTENT.3.NBT.A.2](#)

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.

[NJSLS.MATH.CONTENT.3.NBT.A.3](#)

Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

NUMBER AND OPERATIONS-FRACTIONS

Develop understanding of fractions as numbers.

[NJSLS.MATH.CONTENT.3.NF.A.1](#)

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

[NJSLS.MATH.CONTENT.3.NF.A.2](#)

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

[NJSLS.MATH.CONTENT.3.NF.A.2.A](#)

Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

[NJSLS.MATH.CONTENT.3.NF.A.2.B](#)

Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

[NJSLS.MATH.CONTENT.3.NF.A.3](#)

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

[NJSLS.MATH.CONTENT.3.NF.A.3.A](#)

Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

[NJSLS.MATH.CONTENT.3.NF.A.3.B](#)

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.

[NJSLS.MATH.CONTENT.3.NF.A.3.C](#)

Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*

[NJSL.MATH.CONTENT.3.NF.A.3.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.

MEASUREMENT AND DATA

Solve problems involving measurement and estimation.

[NJSL.MATH.CONTENT.3.MD.A.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.

[NJSL.MATH.CONTENT.3.MD.A.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.

Represent and interpret data.

[NJSL.MATH.CONTENT.3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

[NJSL.MATH.CONTENT.3.MD.B.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.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

[NJSL.MATH.CONTENT.3.MD.C.5](#)

Recognize area as an attribute of plane figures and understand concepts of area measurement.

[NJSL.MATH.CONTENT.3.MD.C.5.A](#)

A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

[NJSL.MATH.CONTENT.3.MD.C.5.B](#)

A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

[NJSL.MATH.CONTENT.3.MD.C.6](#)

Measure areas by counting unit squares (square cm, square m, square in., square ft., and non-standard units).

[NJSL.MATH.CONTENT.3.MD.C.7](#)

Relate area to the operations of multiplication and addition.

[NJSL.MATH.CONTENT.3.MD.C.7.A](#)

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.

[NJSL.MATH.CONTENT.3.MD.C.7.B](#)

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.

[NJSL.MATH.CONTENT.3.MD.C.7.C](#)

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.

[NJSL.MATH.CONTENT.3.MD.C.7.D](#)

Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter.

[NJSL.MATH.CONTENT.3.MD.D.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.

GEOMETRY

Reason with shapes and their attributes.

[NJSL.MATH.CONTENT.3.G.A.1](#)

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

[NJSL.MATH.CONTENT.3.G.A.2](#)

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.*

III. ESSENTIAL QUESTIONS

Unit 1: What does it mean to multiply and divide?

Unit 2: How can you use patterns to multiply?

Unit 3: How do we measure the world around us?

Unit 7: What does it mean if I have a fraction of something?

Unit 4: What strategies help add and subtract larger numbers?

Unit 5: How can you convert words into equations?

Unit 6: What are the properties of polygons with three and four vertices?

Unit 6: How can I use patterns to understand area and perimeter?

IV. STRATEGIES

- Teacher presentation
- Daily Routines
- Math Talk (solve, explain, question, and justify)
- Student Pairs
- Scenarios to act out
- Small Group instruction

V. EVALUATION

Assessments may include but are not limited to:

- Teacher Observations
- Class Participation: “math talk” (in whole and small group settings), group/partner work, interactive whiteboard activities, etc.
- Homework Assignments
- Notebooks
- Student Projects
- Unit Tests, Quizzes, Anecdotal Records, District/State Math Assessments

VI. REQUIRED RESOURCES

- *Math Expressions Common Core* by Dr. Karen Fuson; published by Houghton Mifflin Harcourt
- Student Workbook Volumes 1 and 2
- Homework Book Volumes 1 and 2

Supplemental Materials:

- IXL
- Brain Pop
- Reflex math (fact fluency)
- [Think Central](#)

VII. SCOPE AND SEQUENCE

Unit 1: Multiplication and Division (30 days)

- Meanings of Multiplication and Division: 5s and 2s
- Patterns and Strategies: 9s and 10s
- Strategies for Factors and Products: 3s and 4s
- Multiply with 1 and 0

Unit 2: Multiplication and Division with 6s, 7s, 8s and Multiply with Multiples of 10 (22 days)

- The Remaining Multiplications
- Problem Solving and Multiples of 10

Unit 3: Measurement, Time, and Graphs (23 days)

- Length, Capacity, Weight, and Mass
- Time and Date
- Pictographs, Bar Graphs, and Line Plots

Unit 7: Explore Fractions (16 days)

- Fraction Concepts
- Equivalent Fractions

PARCC Performance Based Assessment

Unit 4: Multi-digit Addition and Subtraction (25 days)

- Understand Place Value and Rounding
- Addition and Subtraction Strategies and Group to Add
- Ungroup to Subtract

Unit 5: Write Equations to Solve Word Problems (17 days)

- Types of Word Problems
- Solve Two Step Word Problems

Unit 6: Polygons, Perimeter, and Area (17 days)

- Analyzing Triangles and Quadrilaterals
- Area and Perimeter

PARCC End of Year Assessment

Post PARCC Unit: Preview of 4th Grade Concepts (approximately 20 days), including but not limited to:

- Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations.
- Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
- Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or by comparing to a benchmark fraction such as $\frac{1}{2}$. Record the results of comparisons with symbols $<$, $=$, or $>$.