



# Hattiesburg Public School District

## Grade 3 Mathematics Units

### 2015 – 2016



Unit 1: Numbers and Operations in Base Ten	Time Frame: 4 Wks (Aug. 10, – Sept. 4, 2015)
Content Standards	Standards for Mathematical Practice
<p data-bbox="65 505 1207 545"><b>Major Standards</b></p> <p data-bbox="65 545 1207 618"><b>3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p data-bbox="65 618 1207 773"><b>3.NBT.2</b> 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 data-bbox="65 773 1207 967"><b>3.MD.3</b> 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.</p> <p data-bbox="65 967 1207 1192"><b>3.MD.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>	<ol data-bbox="1207 505 1967 927" style="list-style-type: none"><li>(1) Make sense of problems and persevere in solving them.</li><li>(2) Reason abstractly and quantitatively.</li><li>(3) Construct viable arguments and critique the reasoning of others.</li><li>(4) Model with mathematics.</li><li>(5) Use appropriate tools strategically.</li><li>(6) Attend to precision.</li><li>(7) Look for and make use of structure.</li><li>(8) Look for and express regularity in repeated reasoning.</li></ol>
<b>Supporting Standards</b>	



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**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100

**3.NBT.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.

**3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range of 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

#### Additional Standards

**3.NBT.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.

**3.OA.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.

#### Pre-requisite Standards

**2.NBT.1** Understand that the three digits of a three digit number represent



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amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100,200,300,400, 500,600,700,800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

**2.NBT.2** Count within 1000; skip-count by 5’s, 10’s, and 100’s.

**2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

**2.NBT.4** Compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ ,  $<$  symbols to record the results of comparisons.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Place Value 3.NBT.1 <a href="#">Round to the Nearest Ten</a> <a href="#">Round to the Nearest Hundred</a> <a href="#">What's the Nearest Ten?</a> <a href="#">What's the Nearest Hundred?</a> <a href="#">Round Up or Down?</a>	Add/Sub within 1000 3.NBT.2 <a href="#">Close to Zero ver. 2</a> <a href="#">3 Digit Addition Split</a> <a href="#">Doubling to 1000</a> <a href="#">Add the Difference</a>	Picture Graphs 3.MD.3 <a href="#">Button Picture Graph</a>	Scaled Bar Graphs 3.MD.3 <a href="#">Button Bar Graph</a>	Measuring to nearest half & fourth of inch with a ruler 3.MD.4 <a href="#">Measuring to the Nearest Half Inch</a> <a href="#">Measuring to the Nearest Quarter Inch</a>
Lesson 6		Additional Resources	Performance Task	Performance Task



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<p>Line Plots 3.MD.4 <a href="#">Measuring Strips Line Plot</a></p>		<p>Math Unit 1 All Standards <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/CCGPS_Math_3_Unit1Framework.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/CCGPS_Math_3_Unit1Framework.pdf</a></p>	<p>3.NBT. 1&amp;2 <a href="http://www.insidemathematics.org/assets/common-core-math-tasks/adding%20numbers.pdf">http://www.insidemathematics.org/assets/common-core-math-tasks/adding%20numbers.pdf</a></p>	<p>3.MD.3&amp;4 <a href="#">Jake's Survey</a> <a href="#">Collecting and Representing Data</a></p>
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