



Hattiesburg Public School District

Grade 3 Mathematics Units

2015 – 2016



Unit 3: Patterns in Addition and Multiplication	Time Frame: (4 weeks) Oct. 9, - Nov. 6, 2015
Content Standards	Standards for Mathematical Practice
Major Standards	
<p>3.OA.8 Solve two-step 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.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. 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. 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.</p> <p>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in. square ft. and improvised units).</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: if $6 \times 4 = 24$ is 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).</p>	<ol style="list-style-type: none">(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.
Supporting Standards	
3.OA.7 Fluently multiply and divide within 100	



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3.OA.1 Represent and solve problems involving multiplication and division.

3.NBT.1-3 Use place value understanding and properties of operations to perform multi-digit arithmetic.

Additional Standards

3.OA.7 Multiply/Divide within 100

3.NBT.2 Add/Subtract within 1000

Pre-requisite Standards

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA.2 Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5



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<p>Multi-Step Problems 3.OA.8 http://www.k-5mathteachingresources.com/support-files/3rdgrademultistepproblems.pdf</p>	<p>Number Patterns 3.OA.9 http://www.k-5mathteachingresources.com/support-files/number-patterns.pdf</p>	<p>Area 3.MD.5. file:///Users/denalda.pittman/Downloads/g3-m4-full-module.pdf</p>	<p>Area 3.MD.6 http://www.nps.k12.nj.us/IRC/site/handlers/Grade3MeasurementandData5a-band6TeacherModule-moduleinstanceid=12248&dataid=9511&FileName=Grade3MeasurementandData5a-band6TeacherModule.pdf</p>	<p>Properties of Operations 3.OA.5 http://www.readtennesse.org/math/teachers/k-3-common-core-math-standards/third-grade/operations-algebraic-thinking/3oab5/3oab5-lesson-plan.aspx</p>
Lesson 6				Performance Task
<p>Math Unit 3 All Standards https://www.georgiastandards.org/Georgia-Standards/Frameworks/CCGPS_Math_3_Unit3Framework.pdf</p>				<p>Area 3.MD.5 3.MD.6 http://schools.nyc.gov/NR/rdonlyres/CD824F33-84DA-4D5F-8D4A-B450EA8C8000/0/NYCDOE_G3_Math_CityFarmers_Final.pdf</p>