



Hattiesburg Public School District

Grade 3 Mathematics Units

2015 – 2016



Unit 4: Geometry	Time Frame: 4 Weeks (Nov. 9 - Dec. 1, 2015)
Content Standards	Standards for Mathematical Practice
Major Standards	
<p>3.G.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</p> <p>3.G.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 is $\frac{1}{4}$ of the area of the shape.</p> <p>3.OA.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.</p> <p>3.OA.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.</p>	<p>(1) Make sense of problems and persevere in solving them.</p> <p>(2) Reason abstractly and quantitatively.</p> <p>(3) Construct viable arguments and critique the reasoning of others.</p> <p>(4) Model with mathematics.</p> <p>(5) Use appropriate tools strategically.</p> <p>(6) Attend to precision.</p> <p>(7) Look for and make use of structure.</p> <p>(8) Look for and express regularity in repeated reasoning.</p>
Supporting Standards	
<p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p>	



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3.OA.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 a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3.OA.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.

3.OA.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: $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.

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 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

3.G.2 Reason with shapes and their attributes.

Additional Standards

3.OA.7 Multiply/Divide within 100

3.NBT.2 Add/Subtract within 1000



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Pre-requisite Standards				
<p>2.G.1-3 Reason with shapes and their attributes.</p> <p>3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>2.MD.1 – 4 Relate addition and subtraction to length.</p> <p>2.MD.5 – 6 Measure and estimate lengths in standard units.</p>				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Polygons 3.G.1 http://www.readtennesse.org/math/teachers/k-3-common-core-math-standards/third-grade/geometry/3ga1/3ga1-lesson-plan.aspx	Polygons 3.G.2 http://www.hilliardschools.org/elementarymath/third-grade/3rd-unit-5-geometry-area-and-multiplication/3-g-1/	Fluency Practice 3.OA.7 3.NBT.2 http://maccss.ncdipi.wikipaces.net/file/view/3rdgrade_GAMES_3.21.14.pdf	Area 3.MD.7 http://www.nps.k12.nj.us/IRC/site/handlers/Grade3MeasurementandData7a-dTeacherModule-moduleinstanceid=12249&dataid=9513&FileName=Grade3MeasurementandData7a-dTeacherModule.pdf.pdf	Perimeter 3.MD.8 http://www.k-5mathteachingresources.com/3rd-grade-measurement-and-data.html
Lesson 6	Lesson 7	Lesson 8	Performance Task	Performance Task
Math Unit 4 All Standards https://www.georgiastandards.org/Georgia-Standards/Frameworks/CC	Lesson Topic Standard Ref Resource/Strategy	Lesson Topic Standard Ref Resource/Strategy	Area 3.MD.7 https://grade3commoncoremath.wikispaces.hcpss.org/file/view/3md7_adaptedta	Geometry 3.G.2 http://schools.nyc.gov/NR/rdonlyres/CD8EAFC6-862F-433D-B293-



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GPS Math 3 Unit4Frame work.pdf			sk1.docx/485930754/3md7_adaptedtask1.docx	8DA61757028E/141424/NYCDOE G3 Math PetersG arden_FINAL.pdf
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