Clinton Township Public School District
3rd Grade Mathematics Curriculum

Unit 1

Subject: Mathematics		Grade: 3	Unit Name: Unit 1-Three-Digit Numbers: Place Value, Addition, and Subtraction
Total Number of Lessons: 18	Unit Time Frame (days): 20		

NJSLS
3.NBTA.1, 3.NBTA.2

Students will be able to independently use their learning to:
- Add three digit numbers.
- Subtract three digit numbers.
- Round numbers to the nearest 10 and hundred using place value.
- Estimate sums and differences using place value.
- Use a variety of strategies when solving math equations.

Understandings:
- The position of a digit in a number affects the value of the number.
- Numbers can be expressed in a variety of ways.
- Operations with numbers can be performed by standard or algorithms.
- Numbers enable us to use place value of digits to comprehend quantities, sequences and estimation.

Performance Tasks:
- Solve real-world problems involving addition and subtraction.
- Model regrouping in addition and subtraction using place value strategies.

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Admin Approval: Carl Blanchard
Board Approved 9/11/23

- Add and subtract whole numbers to 10,000.
- Use mental math strategies to add and subtract.
- Use mental computation and estimation to assess the reasonableness of answers.
- Identify odd and even numbers.
- Represent numbers to 10,000 in different equivalent forms.
- Count within 10,000.
- Count by hundreds and thousands. Compare and order whole numbers to 10,000.
- Use place-value models to read, write, and represent numbers to 10,000.

Core Instructional and Supplemental Materials, Assessments, Pacing Guide
Materials and assessments are provided by i-Ready.
Unit 1: 3rd Grade Math Curriculum CTSD 2023 - 24

Interdisciplinary Connections:
Science: 3.ESS2.A - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (Have students practice rounding weather data like temperature, precipitation, etc. to the nearest 10 or 100.)

Computer Science & Design Thinking (8.1 or 8.2)
- **8.1.2.CS.1** Use the computer to perform math tasks in i-Ready 'My Path'
- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- **8.1.5.A.3** Use a graphic organizer to organize information about problem or issue

Career Readiness, Life Literacies & Key Skills (9.1, 9.2 or 9.4)
- **CRP1. Act as a responsible and contributing citizen and employee. Example:** Students will develop understanding and value of the importance of making contributions to classroom discussions to support the learning community.
- **CRP4. Communicate clearly and effectively and with reason.** Example: Students will learn and apply classroom protocols that support clear and effective communication to express, refine, and critique mathematical reasoning.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them:** Example: Students will understand the expectation that true mathematical problems require a strong perseverance to develop partial or complete solutions. Classroom communication strategies and routines will support student transfer of critical thinking skills.
- **2- Digital Citizenship:** Students recognize the rights, responsibilities, and opportunity of learning, living and working in an interconnected digital world and they act and model in ways that are safe, legal and ethical. Students use iPads to explore online resources and complete differentiated assignment

Accommodations:
CTSD accommodations

Unit 2

Subject: Math	Grade: 3	Unit Name: Unit 2- Multiplication and Division- Concepts, Relationships and Patterns
Total Number of Lessons: 17	**Unit Time Frame (days):** 52	

NJSLS
3.OA.A.1, 3.OA.A.2, 3.OA.A.3,3.OA.A.4, 3.OA.B.5, 3.OA.B.6,3.OA.C.7, 3.OA.D.9, 3.NBT.A.3

Students will be able to independently use their learning to:
- Use multiplication as a way of combining equal groups.
- Use multiplication or division to solve problems with equal groups.
- Use models and strategies to help multiply and divide.
- Break apart factors, to help make them be more fluent with their multiplication facts.

Understandings:
- Multiplication is repeated addition, related to division, and can be used to solve problems.
- Multiplication and division are inverse operations.
- The standard multiplication algorithm breaks the calculation into simpler calculations using place value starting with the ones, then the tens, and so on.
- You can multiply numbers in any order.
- You can use place value to multiply.
- Division means separating a total number of objects into equal-sized groups.
- Knowing how to divide will help you find the number of groups or the number of items in a group.

Performance Tasks:
- Explain multiplication using equal groups and arrays.
- Break apart numbers to make multiplying easier, for example: 3 x 8 is equal to
  (3 x 4) + (3 x 4).
- Use order and grouping to make multiplying easier, for example: 2 x 6 x 5 is equal to 6 x (2 x 5.
- Use place value to multiply, for example: 3 x 40 is equal to 3 x 4 x 10.
- Explain division using equal groups and arrays.
- Understand division as a multiplication problem, for example: 10 ÷ 2 = ? can be shown as 2 x ? = 10.
- Use multiplication and division facts up through the facts for 10.

- Find the rule for a pattern and explain it.
- Read aloud a multiplication equation such as 3 x 2 = 6 as 3 groups of 2 equals 6.
- Draw an array to represent a given multiplication equation.
- Write an equation to represent an array or equal groups using the X symbol.
- Describe a problem situation that could be represented by a given multiplication equation.
- Use the key vocabulary terms array, factor, multiplication, multiply, product, and times to communicate precisely.
- Write multiplication facts for 0, 1, 2, 5, and 10.
- Understand and represent "groups of 0."
- Make general statements about multiplying with 0 and 1.
- Draw and break apart arrays to demonstrate the distributive property.
- Use parentheses to write expressions that involve more than one operation.
- Write multiplication expressions to represent word problems and visual models.
- Rewrite a multiplication problem with the order of the factors reversed and solve.
- Rewrite a multiplication problem with parenthesis in a different position and solve.
- Describe patterns in products of one-digit numbers and multiples of 10.
- Skip-count by tens.
- Rewrite multiples of ten as 10 times a number.
- Record the steps used to find the product of a one-digit number and a multiple of 10.
- Read the division symbol (÷) as divided by.
- Write and interpret division equations.
- Explain division as sharing equally.
- Tell stories or describe contexts for a given division expression.
- Describe the relationship between multiplication and division using words or diagrams.
- Correctly use the terms array, divide, divided by, times, factor, product, and quotient when discussing multiplication and division.
- Write multiplication and division fact families.
- Write related facts to find the unknown number in a multiplication or division equation.
- Tell which multiplication or division facts can represent a particular word problem.
- Describe number patterns.
- Use the key vocabulary terms pattern, rule, even number, odd number when discussing patterns.

Core Instructional and Supplemental Materials, Assessments, Pacing Guide

Materials and assessments are provided by i-Ready.

Unit 2: 3rd Grade Math Curriculum CTSD 2023 - 24

Interdisciplinary Connections:

Science:3.LS1.B - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (Have students use multiplication/division to compare life cycle durations (birth to reproduction, reproduction to death, etc.)).

Computer Science & Design Thinking (8.1 or 8.2)
- **8.1.2.CS.1** Use the computer to perform math tasks in i-Ready 'My Path'
- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- **8.1.5.A.3** Use a graphic organizer to organize information about problem or issue

Career Readiness, Life Literacies & Key Skills (9.1, 9.2 or 9.4)
- **CRP1. Act as a responsible and contributing citizen and employee. Example:** Students will develop understanding and value of the importance of making contributions to classroom discussions to support the learning community.
- **CRP4. Communicate clearly and effectively and with reason.** Example: Students will learn and apply classroom protocols that support clear and effective communication to express, refine, and critique mathematical reasoning.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them:** Example: Students will understand the expectation that true mathematical problems require a strong perseverance to develop partial or complete solutions. Classroom communication strategies and routines will support student transfer of critical thinking skills.
- **2- Digital Citizenship:** Students recognize the rights, responsibilities, and opportunity of learning, living and working in an interconnected digital world and they act and model in ways that are safe, legal and ethical. Students use iPads to explore online resources and complete differentiated assignment

Accommodations:

CTSD accommodations

Unit 3

Subject: Math	Grade: 3	Unit Name: Unit 3- Multiplication -Area, Word Problems, Scaled Graphs
Total Number of Lessons: 19	**Unit Time Frame (days):** 29 Days	

NJSLS
3.MD.C.5,3.MD.C.6,3.MD.C.7,3.OA.A.3,3.OA.D.8,3.MD.B.3

Students will be able to independently use their learning to:
- Understand area and find area by tiling and by multiplying.
- Find the area of a combined rectangle or a non-rectangular shape by adding the areas of the rectangles that make up the shape.
- Use multiplication or division to solve one-step word problems.
- Use addition , subtraction, multiplication, or division to solve two-step word problems.
- Solve problems using picture graphs and bar graphs.
- Draw picture graphs and bar graphs to show data.
- Solve multiplication and division word problems involving equal groups. (Financial Literacy)
- Solve multiplication and division word problems involving arrays.
- Solve multiplication and division word problems involving area.
- Determine operations needed to solve two-step word problems.

Understandings:
- Understand what a square unit is and the fact that it can be different sizes.
- Understand that a square unit is used to measure area.
- Understand how to measure area by covering a shape with square units and counting the squares.
- Find the area of shapes using different-sized square units, including square centimeters, square meters, square inches, and square feet.
- Understand that multiplying side lengths of a rectangle provides the same results as tiling it and counting the units.
- Use the area formula for rectangles to solve mathematical problems
- Use the area formula for rectangles to solve real-world problems.
- Use area models to show how the distributive property can be used to find areas of combined rectangles.
- Decompose shapes formed by rectangles, find the area of each rectangle, and add the areas to find the total area of the shape.
- Understand that area is additive.
- Model two-step problems with four operations using a variety of representations, including equations with a variable. (Financial Literacy)

- Solve two-step problems with four operations. (Financial Literacy)
- Assess the reasonableness of answers.
- Interpret data displayed in a bar graph to solve one- and two-step problems involving addition and subtraction.
- Interpret data displayed in a picture graph to solve one- and two-step problems involving addition, subtraction, and multiplication.
- Recognize that data displayed in picture graphs and bar graphs can be represented by a scale other than 1.
- Use multiplication to determine the number of items in data categories on graphs with a scale other than 1.
- Draw scaled picture graphs and scaled bar graphs.

Performance Tasks:
- Record the number of square units in a given rectangle or non-rectangular shape.
- Draw a rectangle with the given area.
- Orally define and use the key mathematical terms *area* and *square unit* to describe determining area to a partner.
- Write an equation for the area of a given rectangle.
- Label area measurements with square units.
- Draw a picture to represent and solve a word problem about area.
- Draw lines in rectangles to break them into smaller rectangles.
- Draw lines in rectilinear non-rectangular shapes to break them into rectangles.
- Tell how to find the area of a shape made from rectangles.
- Draw an array or other diagram to represent multiplication or division word problems, and explain how the diagram relates to the problem.
- Write equations, using a letter for the unknown number, to represent multiplication and division word problems and explain how the equation relates to the problem.
- Compare the different approaches used by others and identify connections among approaches.
- Summarize the two-step word problems and choose which of the four operations are needed to solve the problem.
- Draw a diagram to represent two-step word problems and explain how the diagram relates to the problem.
- Write an equation with a variable as the unknown to represent a two-step word problem and explain how the equation relates to the problem.
- Compare an answer for a word problem with an estimate and judge the reasonableness of the answer.
- Restate information given by the key in a picture graph.
- Analyze scaled graphs using multiplication to find values.
- Read data listed in a table.
- Use the key vocabulary terms *bar graph, key, picture graph, scale,* and *data* to communicate precisely.

Core Instructional and Supplemental Materials, Assessments, Pacing Guide
Materials and assessments are provided by i-Ready.
[Unit 3: 3rd Grade Math Curriculum CTSD 2023 - 24](#)

Interdisciplinary Connections:

Science: 3.PS2.A.1 - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (Have students measure masses of objects, then observe effects on balanced/unbalanced forces and motion.)

Computer Science & Design Thinking (8.1 or 8.2)
- **8.1.2.CS.1** Use the computer to perform math tasks in i-Ready 'My Path'
- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- **8.1.5.A.3** Use a graphic organizer to organize information about problem or issue

Career Readiness, Life Literacies & Key Skills (9.1, 9.2 or 9.4)
- **CRP1. Act as a responsible and contributing citizen and employee. Example:** Students will develop understanding and value of the importance of making contributions to classroom discussions to support the learning community.
- **CRP4. Communicate clearly and effectively and with reason.** Example: Students will learn and apply classroom protocols that support clear and effective communication to express, refine, and critique mathematical reasoning.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them:** Example: Students will understand the expectation that true mathematical problems require a strong perseverance to develop partial or complete solutions. Classroom communication strategies and routines will support student transfer of critical thinking skills.
- **2- Digital Citizenship:** Students recognize the rights, responsibilities, and opportunity of learning, living and working in an interconnected digital world and they act and model in ways that are safe, legal and ethical. Students use iPads to explore online resources and complete differentiated assignment

Accommodations:

CTSD accommodations

Unit 4

Subject: Math	Grade: 3	Unit Name: Unit 4- Fractions: Fractions: Equivalence and Comparison, Measurement and Data
Total Number of Lessons: 7	**Unit Time Frame (days):** 30	

NJSLS
3.NF.A.1, 3.NF.A.2, 3.NF.A.3, 3.MD.B.4

Students will be able to independently use their learning to:
- Understand that a fraction is a whole divided into some number of equal parts. (Financial Literacy)   - Understand and recognize the parts of a fraction.   - Understand that unit fractions are the building blocks of fractions in the same way that 1 is the building block of whole numbers.   - Understand that, in addition to whole numbers, number lines can show equal parts of a whole or fractions.   - Understand fractions as numbers on a number line.   - Understand how to use number lines to count and identify fractional parts.   - Represent fractions on a number line that are less than, equal to, or greater than one.   - Understand that two fractions are equivalent if they are the same size, cover the same area, or are on the same point on a number line.   - Recognize and generate equivalent fractions using fraction models and number lines.   - Explain why two fractions are equivalent by using a fraction model or number line.   - Use fraction models and number lines to identify and create equivalent fractions including those that are greater than or equal to one whole.

Understandings:
- Understand the meanings and uses of fractions including fraction of a set.   - Understand that the size of a fractional part is relative to the size of the whole.   - Compare fractions using models, number lines.Recognize equivalent fractions through the use of models, multiplication, division, and number lines.   - Write whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.   - Add and subtract like fractions.

Performance Tasks:
- Write the fraction shown by an area model.   - Shade an area model to represent a given unit fraction.   - Shade area models to represent a variety of fractions.   - Orally define and use the key mathematical terms *denominator, fraction, numerator,* and *unit fraction* when describing reasoning to a partner.

- Label points on a number line with the appropriate fraction.
- Describe how the denominator of a fraction is related to the number of equal sections between the whole numbers on a number line.
- Draw an area model or a number line to show equivalent fractions.
- Orally define and use the key mathematical term *equivalent fraction* when reasoning about equivalent fractions with a partner.
- Write equivalent fractions for numbers greater than 1.
- Write whole numbers as fractions and justify, using area models or number lines.
- Write a fraction that represents a whole number.
- Tell why a fraction with a denominator of 1 is equivalent to a whole number.
- Draw area models and number line models to compare fractions.
- Communicate ideas about comparing fractions to others, including use of the terms *numerator, denominator, greater than,* and *less than*.
- Listen to and critique others' ideas about comparing fractions.
- Draw area models and number lines to justify fraction comparisons.
- Write comparison statements using the symbols <, >, and = to compare fractions.
- Orally describe how to compare fractions to one another.
- Record results of measurement in a table.
- Read measurement data listed in a table.
- Write labels on a line plot.

Core Instructional and Supplemental Materials, Assessments, Pacing Guide
Materials and assessments are provided by i-Ready.
Unit 4: 3rd Grade Math Curriculum CTSD 2023 - 24

Interdisciplinary Connections:
Science: 3.LS3.A.1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Have students collect measurement data on variations in traits.

Computer Science & Design Thinking (8.1 or 8.2)
- **8.1.2.CS.1** Use the computer to perform math tasks in i-Ready 'My Path'
- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- **8.1.5.A.3** Use a graphic organizer to organize information about problem or issue

Career Readiness, Life Literacies & Key Skills (9.1, 9.2 or 9.4)
- **CRP1. Act as a responsible and contributing citizen and employee. Example:** Students will develop understanding and value of the importance of making contributions to classroom discussions to support the learning community.
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● **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them:** Example: Students will understand the expectation that true mathematical problems require a strong perseverance to develop partial or complete solutions. Classroom communication strategies and routines will support student transfer of critical thinking skills. ● **2- Digital Citizenship:** Students recognize the rights, responsibilities, and opportunity of learning, living and working in an interconnected digital world and they act and model in ways that are safe, legal and ethical. Students use iPads to explore online resources and complete differentiated assignment		

Accommodations:
CTSD accommodations

Unit 5

Subject: Math	Grade: 3	Unit Name: Unit 5- Measurement: Time, Liquid Volume, and Mass
Total Number of Lessons: 13	**Unit Time Frame (days):** 15 Days	
NJSLS 3.MD.A.1,3.MD.A.2		
Students will be able to independently use their learning to: ● Length, mass, and volume can be measured using metric units of measurement. ● Bar models can be used to solve one and two step problems on measurements. ● Bar graphs and line plots help to organize data. Bar graphs are used to compare data. Line plots show how data is spread out. ● Length, weight, and capacity can be measured using customary units. ● Time can be used to tell when activities start and end, or how long an activity will last.		
Understandings: ● Tell the time shown on a digital or analog clock to the minute. ● Draw hands on an analog clock to show a given time. ● Use the terms AM and PM appropriately in writing and speaking. ● Tell how to find the end time when the start time and elapsed time are given.		

- Tell how to find the start time when the end time and elapsed time are given.
- List everyday containers that can hold about 1 liter of liquid.
- Estimate the liquid volume of various containers and justify the estimate.
- Orally define and use the key mathematical terms *liquid volume* and *liter* in discussions.
- Restate word problems involving measuring liquid volume with liters.
- List everyday objects that have a mass of about 1 gram or 1 kilogram.
- Estimate the mass of various objects and justify the estimate.
- Use the key mathematical terms *mass, gram* and *kilogram* to communicate effectively.
- Tell what mass is shown in pictures of balance scales and spring scales.
- Restate word problems involving mass.

Performance Tasks:
- Use an analog clock to tell and write time to the nearest minute.
- Relate time on analog and digital clocks.
- Express time as the number of minutes before the hour.
- Understand the difference between AM and PM.
- Measure time intervals in minutes using clock models and number lines.
- Solve word problems involving addition or subtraction of time intervals in minutes.
- Identify items that can be measured in liquid volume units.
- Understand the relative size of 1 liter.
- Use unit size to estimate liquid volume (capacity).
- Solve one-step word problems involving liquid volume (capacity).
- Understand that one way objects can be measured is by how heavy or light they are.
- Identify items that can be measured in mass units.
- Understand the relative masses of gram and kilogram.
- Use unit size to estimate mass.
- Solve one-step word problems involving mass.

Core Instructional and Supplemental Materials, Assessments, Pacing Guide
Materials and assessments are provided by i-Ready.
Unit 5: 3rd Grade Math Curriculum CTSD 2023 - 24

Interdisciplinary Connections:
Science: 3.ESS2.D.1 - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Have students measure and record temperature data each minute and graph the results.

[Computer Science & Design Thinking](#) (8.1 or 8.2)
- **8.1.2.CS.1** Use the computer to perform math tasks in i-Ready 'My Path'
- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- **8.1.5.A.3** Use a graphic organizer to organize information about problem or issue

[Career Readiness, Life Literacies & Key Skills](#) (9.1, 9.2 or 9.4)
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Accommodations:
[CTSD accommodations](#)

Unit 6

Subject: Math	Grade: 3	Unit Name: Unit 6- Geometry Shapes and Attributes
Total Number of Lessons: 4	Unit Time Frame (days): 18 Days	

NJSLS
3.G.A.1,3.G.A.2,3.MD.D.8

Students will be able to independently use their learning to:
- Identify two-dimensional shapes and their attributes.
- Draw two-dimensional shapes, given attributes,
- Compare and contrast attributes of two-dimensional shapes.
- Categorize two-dimensional shapes according to attributes.
- Identify and draw two-dimensional shapes that do not belong to a given category.
- Identify quadrilaterals and their attributes.
- Draw quadrilaterals, given attributes.
- Compare and contrast attributes of quadrilaterals.
- Identify shared attributes of different quadrilaterals.
- Categorize quadrilaterals according to attributes.
- Identify and draw quadrilaterals that do not belong to a given category.
- Understand the difference between perimeter and area.
- Use side lengths to find the perimeter of a shape.
- Find an unknown side length given the perimeter of a shape.
- Understand that rectangles with the same area can have different perimeters.
- Understand that rectangles with the same perimeter can have different areas.
- Partition a shape into equal parts.
- Express the area of each equal part as a unit fraction of the whole shape.
- Partition the same shape in different ways.

Understandings:
- Explore and understand units used to find perimeter and area of figures and analyze the relationship between them.
- Two-dimensional shapes have many attributes.
- Knowing the attributes of shapes will help you categorize them.
- Perimeter is the sum of a shape's side lengths, and area measures the space inside the shape.
- Knowing a rectangle's perimeter or area can help you reason about a shape.
- You can divide shapes into equal parts to show fractional parts of a whole.
- Two-dimensional figures have sides, angles and vertices. Many can be described, classified, and analyzed by their attributes.
- Polygons have many properties that can be described and classified by their sides and angles.

Performance Tasks:
- Identify right angles and compare angles to right angles.
- Describe, analyze, compare, and classify two dimensional shapes by their sides and angles.
- Classify and sort polygons and quadrilaterals by specified attributes and properties.
- Investigate composing and decomposing two dimensional shapes.
- Use specified attributes and properties of shapes to solve problems.
- Measure and compare the area of plane figures in square units.

Core Instructional and Supplemental Materials, Assessments, Pacing Guide
Materials and assessments are provided by i-Ready.
Unit 6: 3rd Grade Math Curriculum CTSD 2023 - 24

Interdisciplinary Connections:
3.LS3.A.1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (Have students categorize organisms based on shared attributes.)

Computer Science & Design Thinking (8.1 or 8.2)
- **8.1.2.CS.1** Use the computer to perform math tasks in i-Ready 'My Path'
- **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- **8.1.5.A.3** Use a graphic organizer to organize information about problem or issue

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Accommodations:
CTSD accommodations