3rd Grade Math Timeline

Macon County 2014-2015

1st 9 Weeks

Standard	Learning Target	Resources	M
3.NBT.A.1	I can read and write numbers to 9,999 in standard form. (K) I can read and write numbers to 9,999 in expanded form. (K) I can read and write numbers to 9,999 in word form. (K) I can identify the ones, tens, hundreds, and thousands places. (K) I can identify the value of a number in the ones, tens, hundreds, and thousands places. (K) I can model place value by using base ten blocks. (S) I can use a number line and a hundreds chart to round numbers. (S) I can apply my understanding of place value to round numbers to the nearest tens, hundreds, and thousands. (S)		
3.NBT.A.2	*Review Time for Addition and Subtraction Strategies (regrouping, properties, and fact families, etc.) I can add fluently within 1,000 using strategies I already know. (K) I can subtract fluently within 1,000 using strategies I already know. (K)		
3.OA.D.9	I can identify patterns between numbers using an		

	addition table. (K) I can identify patterns between numbers in addition. (K)		
3.0A.A.1	I can recognize repeated addition as multiplication. K) I can demonstrate multiplication as equal groups of objects. (i.e., array, grouping, number line) (R) I can list the matching multiplication fact represented by equal groups of objects. (R)		

2nd 9 Weeks

Standard	Learning Target	Resources	M
3.MD.C.5	I know that I can use a unit square to find the area of a plane figure. (K)		
3.MD.C.6	I can label area of a plane figure in square units (cm, in., ft., km) (K) I can measure the area of a plane figure by counting unit squares. (S)		
3.MD.7a	I can use unit squares to measure the area of a rectangle and write a multiplication sentence to represent the area of the rectangle. (K, R, S)		
3.MD.7b	I can multiply side lengths to find the area of rectangles to solve problems, and know that the product is area. (K, R, S)		
3.OA.A.1	I can recognize factors and products in a multiplication problem. (K)		
3.OA.A.3	I can solve multiplication word problems within 100		

	using arrays. (S) I can solve multiplication word problems within 100 using number lines. (S) I can solve multiplication word problems within 100 using equal groups (including 3x, 4x as much). (S) I can solve multiplication word problems within 100 using area models. (S)		
3.OA.5	I can recognize that the Commutative Property of Multiplication states that two numbers can be multiplied in any order. I know that if 6x4 = 24, then 4x6 = 24. (K) I can create arrays using the Commutative Property of Multiplication to demonstrate that the product does not change. (S, P) 2x3 =6 3x2 =6 *** ** *** ** ** I can identify that associate means to group together. (K) I can use the Associative Property of Multiplication to change the grouping of three factors, placing parenthesis around two of those factors. (S) 2x3x2= (2x3)x2= 6x2=12 I can define the Distributive Property of Multiplication to rewrite a multiplication sentence as the sum of two simpler multiplication sentences. (K) I can apply the Distributive Property of Multiplication to solve multiplication problems with large factors by		

	breaking apart one of the large factors that I can add by placing them in parentheses. Then, I can multiply each addend and add the products. (S) 7x16 7x(10+6) (7x10) + (7x6) 70+42= 112		
3.0A.D.9	I can identify patterns between numbers using a multiplication table. (K) I can identify patterns between numbers in multiplication. (K)		
3.NBT.3	I can quickly and easily multiply one digit numbers by multiples of ten. (S) 9x80=720 5x60=300		
3.0A.2	I can demonstrate division by showing how one group of objects can be divided into smaller equal groups. (R)		
3.0A.B.6	I can recognize multiplication as the opposite of division. (K) I can define “Quotient” as the answer to a division problem. (K)		
3.0A.A.3	I can solve division word problems within 100 using equal groups. (S)		
3.0A.4	I can apply multiplication facts to find the unknown numbers in a multiplication equation and explain my answer. (K,R,S)		
3.0A.A3	I can represent an unknown part of a multiplication or division equation with different symbols. (R) I can solve division word problems within 100 using		

	numbers lines. (S) I can solve division word problems within 100 using arrays. (S)		
3.0A.4	I can apply division facts to find the unknown numbers in a division equation and explain my answer. (K,R,S)		
3.0A.B.6	I can solve a division problems by finding the missing factor in a multiplication problem, i.e. fact families. (S) 32/8=4 because 8x4=32		
3.0A.D.8	I can write an equation for a two-step word problem where the answer is the unknown. (R) I can write an equation for a two-step word problem where the unknown is part of the problem, not the answer. (R) I can determine my answer is reasonable by using estimation strategies. (R) I can use the order of operations correctly. (K) I can solve two-step word problems using addition, subtraction, multiplication, and division where the answer is the unknown. (S) I can solve two-step word problems using addition, subtraction, multiplication, and division where the unknown is part of the problem, not the answer. (S) I can choose an equation to represent a two-step word problem. (S)		

3rd 9 Weeks

Standard	Learning Target	Resources	M

3.G.A.2	I can partition of separate a whole shape into parts with equal areas. (R) I can describe equal parts of a shape as a unit fractions. (K)		
3.NF.A.1	I can recognize each part of the whole object or set as one unit (a unit fraction). (K) I can recognize a fractions is partitioned into equal parts of a whole. (K) I can identify one whole as a whole object or a whole set. (K) I can demonstrate that two fractions are only equal if their wholes are equal. (All halves are not equal, depending on the size of the whole.) (R) I can explain the purpose of the numerator and the denominator of a fraction. (R)		
3.NF.2.A	I can recognize each equal segment on a number line as a unit fraction. (one unit) (K) I can divide a number line into any number of equal sections between two whole numbers. (K)		
3.NF.2.B	I can identify and label fractions between two whole numbers on a number line. (K)		
3.NF.A.3.C	I can write the number one as a fraction where the numerator and the denominator are the same. (K) 3/3 =1 7/7=1 I can write a fraction as a whole number by dividing the numerator by the denominator. (K) 6/3=2 4/2=2 I can write any whole number as a fraction by writing		

	the whole number as the numerator and 1 as the denominator. (K) 6= 6/1		
3.NF.A.3D	I can compare two fractions only when I have the same size whole. (K) I can compare two fractions with the same denominator. (R) 4/6 O 2/6 I can compare fractions using >, =, <. (R) I can compare two fractions with the same numerator. (R) 1/3 O 1/2 I can explain why one fraction is greater than, less than, or equal to another by using a visual model. (R)		
3.NF.A.3A	I can identify equivalent fractions as two different fractions that represent the same part of a whole using pictures. (K)		
3.NF.A.3B	I can explain why fractions are equivalent using models. (R) I can construct simple equivalent fractions using various models (number lines, drawings, fractions tiles, etc.) (S, P)		
3.MD.1	I can tell and write time to the nearest minute. (K, R) I can solve word problems by adding and subtracting time intervals in minutes. (R, S)		

4th 9 Weeks (Before TCAP)

Standard	Learning Target	Resources	M
3.MD.D.8	I can find the perimeter of a polygon when one side length is missing. (S) I can find the perimeter of a polygon given the side lengths. (S)		
3.G.1	I can sort quadrilaterals by their attributes. (K, R, S) I can explain that shapes in different categories may share attributes. (K, R)		
3.MD.D.8	I can label the perimeter of a polygon using correct units. (cm, m, in., ft.) (K) I can draw rectangles with the same area but different perimeters. (P) I can draw rectangles with the same perimeter and different areas. (P)		
3.MD.2	I can measure and estimate liquid volume and masses using standard units of grams, kilograms, and liters. (S) I can use addition, subtraction, multiplication, and division to solve word problems involving mass and volume. (S)		
3.OA.C.7	I can multiply fluently within 100 (facts through 10). (K) I can divide fluently within 100. (K)		
3.MD.3	I can create a picture or bar graph to show data and solve problems using the information from the graphs. (K, R, S, P)		
3.MD.4	I can create and use a line plot to represent data gathered from measuring the lengths of objects to the nearest whole number, half, or quarter. (R, S, P)		