Community Unit District 308 Math Scope & Sequence
Third Grade Gifted Education: Third/Fourth Grade Math

● Standards taught and assessed
□ Standards exposed in 3rd, but assessed in 4th grade

Standards	Unit 1 Numbers & Operations	Unit 2 Multiplication & Division Concepts	Unit 3 Multiplication Fluency & Application	Unit 4 Area & Perimeter	Unit 5 Fractions	Unit 6 Measurement	Unit 7 Geometry
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M3 Unit(s)	**How Big is Big?** Chapter 1: Lessons 1-3 Chapter 2: Lesson 1 **The MoLiStone** Chapter 1: Lessons 1 & 3 Chapter 2: Lessons 1 & 3 Chapter 3: Lesson 2 Chapter 4: Lesson 2	**Factors and Multiples** Chapter 1: Lessons 1, 2 & 4 Chapter 2: Lessons 1-3 **Factors Multiples and LeftOvers** Chapter 1: Lessons 1-3	**How Big is Big?** Chapter 1: Lessons 1-3 **Factors and Multiples** Chapter 1: Lessons 1-3 Chapter 2: Lesson 2	**In Search of the Yeti** Chapter 2: Lessons 1-3		**DIgging for Data** Chapter 1: Lessons 1-3 Chapter 2: Lessons 1-3 Chapter 3: Lessons 1-3 **In Search of the Yeti** Chapter 3: Lessons 1-2	
C3 (Challenging Common Core)		Grade 3 C3 book: Lessons 2.1, 2.2, 2.3, and 2.4	Grade 3 C3 book: Lessons 1.2, 2.5, 2.6	Grade 3 C3 book: Lesson 4.5, 4.6, 4.7, 4.8	Grade 3 C3 book: Lessons 3.1, 3.2, 3.3, 5.2	Grade 3 C3 book: Lessons 4.1, 4.2, 4.3, 4.4	Grade 3 C3 book: Lesson 5.1
Additional Resources	Can you count in Greek? Beyond Base Ten				See Curriculum Guide for NRich resources and links	Zaccaro Challenging Math 2nd Edition Chapter 4: Metric **How Big Is a Foot?** by Rolf Myller	
Operations and Algebraic Thinking (OA)							
3.OA.A Represent and solve problems involving multiplication and division.							
3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.		●					
3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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.		●					
3.OA.A.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.A.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 x ? = 48, 5 = __ ÷ 3, 6 x 6 = ?		●					
3.OA.B Understand properties of multiplication and the relationship between multiplication and division. Please refer to the Curriculum Guide.							
3.OA.B.5 Apply properties of operations as strategies to multiply and divide.			●				
3.OA.B.6 Understand division as an unknown factor problem.		●					
3.OA.C Multiply and Divide within 100							
3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 =40, one knows 40 ÷ 5 = 8) or		●					

properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.							
3.OA.D Solve Problems involving the four operations and identify and explain patterns in arithmetic.							
3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with the letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.			●				
3.OA.D.9 Identify arithmetic patterns (including patters in the addition table or multiplication table), and explain them using properties of operations.			●				
4.OA.A Use the four operations with whole numbers to solve problems.							
4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.		●					
4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		●					
4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. 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. *Ties to 3.OA.D.8*			□				
4.OA.B Gain familiarity with factors and multiples.							
4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a give one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. **Students may be allowed to use a multiplication table on assessment*			●				
4.OA.C Generate and analyze patterns.							
4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*			●				

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Number and Operations in Base Ten							
3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.							
3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.			●				
4.NBT.A Generalize place value understanding for multi-digit whole numbers.							
4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 70 = 10 by applying concepts of place value and division.*	●						
4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	●						
4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	●						
4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.							
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	●						
4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place values and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. *3.OA.B.5 feeds into this standard.*			●				
4.NBT.B.6 Find whole-number quotients and remainders with up to four- digit dividends and one-digit divisors, using strategies based on place value, the			□				

properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. *Ties to 4.NBT.B.5*							

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Number and Operations - Fractions							
3.NF.A Develop understanding of fractions as numbers.							
3.NF.A.2a Understand a fraction as a number on the number line; represent fractions on a number line diagram. a) Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 located the number 1/b on the number line.					●		
3.NF.A.2b Understand a fraction as a number on the number line; represent fractions on a number line diagram. b) Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.					●		
3.NF.A.3a Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. *See 4.NF.A.1 and 4.NF.A.2*					●		
3.NF.A.3b Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b) Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.					●		
3.NF.A.3c Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c) Express whole numbers as fractions,					●		

and recognize fractions that are equivalent to whole numbers.							
3.NF.A.3d Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize the comparisons are valid.					●		
4.NF.A Extend understanding of fraction equivalence and ordering.							
4.NF.A.1 Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x) b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. *See 3.NF.A.1*					●		
4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators and numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.					●		
4.NF.B Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.							
4.NF.B.3a Understand a fraction *a/b* with *a > 1* as a sum of fractions 1/b. a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.					●		
4.NF.B.3b Understand a fraction *a/b* with *a > 1* as a sum of fractions 1/b. b) Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 – 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*					●		
4.NF.B.3c Understand a fraction *a/b* with *a > 1* as a sum of fractions 1/b. c) Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.					●		
4.NF.B.3d Understand a fraction *a/b* with *a > 1* as a sum of fractions 1/b. d) Solve word problems involving addition and subtraction of fractions referring to the same whole having like denominators, e.g., by using visual fraction models and equations to represent the problem.					●		
4.NF.B.4a Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a) Understand a fraction *a/b* as a multiple of *1/b. For example, use a visual fraction model to represent 5/4 as the product 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4).*					●		
4.NF.B.4b Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. b) Understand a multiple of *a/b* as a multiple of *1/b*, and use this					●		

understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.)*							
4.NF.B.4c Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. c) Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at a party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*					●		
4.NF.C Understand decimal notation for fractions, and compare decimal fractions.							
4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators, 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*					□		

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Measurement & Data							
3.MD.A Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.							
3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem.						●	
3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawing (such as a beaker with a measurement scale) to represent the problem.						●	
3.MD.B Represent and interpret							
3.MD.B.3 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.*						●	
3.MD.B.4 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, halve, or quarters.						●	
3.MD.C Geometric measurement: understand concepts of area and relate area to multiplication and to addition.							
3.MD.C.5a 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.							
3.MD.C.5b Recognize areas as an attribute of plane figures and understand concepts of area measurement. 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.				●			
3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).				●			
3.MD.C.7a Relate area to the operations of multiplication and addition. a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying side lengths.				●			
3.MD.C.7b Relate area to the operations of multiplication and additions. b) Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.				●			
3.MD.C.7c Relate area to the operations of multiplication and addition. c) Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b – c* is the sum of *a x b* and *a x c*. Use area models to represent the distributive property in mathematical reasoning.				●			
3.MD.C.7d Relate area to the operations of multiplication and addition. d) Recognize the area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.				●			
3.MD.D.8 Solve real world and mathematical problems involving perimeter of polygons, including finding the perimeter give the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.				●			
4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.							
4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), (2,24), (3,36),…*						●	
4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or						□	

decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.							
4.MD.A.3 Apply the area and perimeter formulas for rectangles in a real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*				●			
4.MD.B Represent and interpret data.							
4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*						●	
4.MD.C Geometric measurement: understand concepts of angle and measure angles.							
4.MD.C.5a Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. a) An angle measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a one-degree angle," and can be used to measure angles.				●			
4.MD.C.5b Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. b) An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.				●			
4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.				●			

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Geometry							
3.G.A Reason with shapes and their attributes							
3.G.A.1 Understand that shapes in their 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. *See 4.G.A.2*							●
3.G.A.2 Partition shapes into parts with equal areas. Express 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 as ¼ of the area of the shape.*							●
4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles.							
4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.							●
4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.							●
4.G.A.3 Recognize a line of symmetry for a two-dimensional figures as a line across the figure such that the figure can be folded along the line into matching part. Identify line-symmetric figures and draw lines of symmetry.							●