

3rd Grade Curriculum Map: Math

Lessons	GLCEs
27, 103, 68, 106	N.ME.03.01 Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects.
3, 41, 134, 41, 104 8, 34, 47, 130-2	N.ME.03.02 Identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place. Recognize and use expanded notation for numbers using place value through 9,999, e.g., 2,517 is $2000 + 500 + 10 + 7$; 4 hundreds and 2 ones is 402.* N.ME.03.03 Compare and order numbers up to 10,000.
1, 3, 8, 10-1, 24, 31, 37, 41, 51, 55-1, 76, 81, 86, 91	N.ME.03.04 Count orally by 6's, 7's, 8's, and 9's starting with 0, making the connection between repeated addition and multiplication. N.ME.03.05 Know that even numbers end in 0, 2, 4, 6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1, 3, 5, 7, or 9, and work with patterns involving even and odd numbers.
9, Meetings 1-90-2	N.FL.03.06 Add and subtract fluently two numbers through 999 with regrouping and through 9,999 without regrouping.*
52, 53, 76, 67, 91, 92	N.FL.03.07 Estimate the sum and difference of two numbers with three digits (sums up to 1,000), and judge reasonableness of estimates.
31, 42, 72, 62 14, 31, 33, 42, 69, 62	N.FL.03.08 Use mental strategies to fluently add and subtract two-digit numbers. N.MR.03.09 Use multiplication and division fact families to understand the inverse relationship of these two operations, e.g., because $3 \times 8 = 24$, we know that $24 \div 8 = 3$ or $24 \div 3 = 8$; express a multiplication statement as an equivalent division statement.
105-1, 122, 124, 132	N.MR.03.10 Recognize situations that can be solved using multiplication and division including finding "How many groups?" and "How many in a group?" and write mathematical statements to represent those situations.*
56, 57, 108 45-1, 55-1, 70-1, 85-1, 95-1, 100-1, 110-1, 115-1, 120-1, 59, 90-1, 105-1, 125-1	N.FL.03.11 Find products fluently up to 10×10 ; find related quotients using multiplication and division relationships. N.MR.03.12 Find solutions to open sentences, such as $7 \times \blacksquare = 42$ or $12 \div \blacksquare = 4$, using the inverse relationship between multiplication and division.
109, 112, 122	N.FL.03.13 Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10, e.g., 500×6 , or $400 \div 8$. N.MR.03.14 Solve division problems involving remainders, viewing the remainder as the "number left over"; interpret based on problem context, e.g. , when we have 25 children with 4 children per group then there are 6 groups with 1 child left over.*

11, 35-2, 86, 66, 56, 57, 108	N.MR.03.15 Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including “product” and “quotient”), and mathematical statements; solve.
12, 17, 21, 21, 24, 25-2	N.ME.03.16 Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms “numerator” and “denominator.”
73, 74, 93, 94	N.ME.03.17 Recognize, name, and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.
73, 74, 93, 94, 6, 54, 99	N.ME.03.18 Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.
73, 74, 93, 94	N.ME.03.19 Understand that any fraction can be written as a sum of unit fractions, e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$.
82, 89, 106, 96	N.MR.03.20 Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining or taking away segments on the number line.
1, 4, 39, 71, 97, 6, 54, 85-2, 99, 95-2	N.ME.03.21 Understand and relate decimal fractions to fractional parts of a dollar, e.g., 12 dollars = \$0.50; 14 dollars = \$0.25.*
1, 4, 39, 71, 97, 6, 54, 85-2, 99, 95-2, 39, 84, meetings 135, 32, 114	M.UN.03.01 Know and use common units of measurements in length, weight, and time. M.UN.03.02 Measure in mixed units within the same measurement system for length, weight, and time: feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months.
85-2, 114	M.UN.03.03 Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters. M.UN.03.04 Know benchmark temperatures such as freezing (32°F , 0°C); boiling (212°F , 100°C); and compare temperatures to these, e.g., cooler, warmer.
88, 49, 50-2	M.UN.03.05 Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.
63, 88	M.UN.03.06 Use square units in calculating area by covering the region and counting the number of square units.
88, 49, 50-2	M.UN.03.07 Distinguish between units of length and area and choose a unit appropriate in the context.
ten-2	M.UN.03.08 Visualize and describe the relative sizes of one square inch and one square centimeter. M.TE.03.09 Estimate the perimeter of a square and rectangle in inches and centimeters; estimate the area of a square and rectangle in square inches and square centimeters.
writing the date line on worksheets, 95-2, 1	M.PS.03.10 Add and subtract lengths, weights, and times using mixed units within the same measurement system.
82, 89, 106, 96, 102, Meetings 122-130-1	M.PS.03.11 Add and subtract money in dollars and cents.
Morning Meetings	M.PS.03.12 Solve applied problems involving money, length, and time.

88, 49, 50-2 70-2, Morning Meetings, 100-2	M.PS.03.13 Solve contextual problems about perimeters of rectangles and areas of rectangular regions. G.GS.03.01 Identify points, line segments, lines, and distance.
100-2, 105-2	G.GS.03.02 Identify perpendicular lines and parallel lines in familiar shapes and in the classroom. G.GS.03.03 Identify parallel faces of rectangular prisms in familiar shapes and in the classroom.
7, 20-2, 100-2, 10-2	G.GS.03.04 Identify, describe, compare, and classify two-dimensional shapes, e.g., parallelogram, trapezoid, circle, rectangle, square, and rhombus, based on their component parts (angles, sides, vertices, line segment) and on the number of sides and vertices. G.SR.03.05 Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.
115-2	G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).
115-2	G.SR.03.07 Represent front, top, and side views of solids built with cubes.
2, 55-2, 80-2	D.RE.03.01 Read and interpret bar graphs in both horizontal and vertical forms.
2, 55-2, 115-2	D.RE.03.02 Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph.
80-2, 40-2	D.RE.03.03 Solve problems using information in bar graphs, including comparison of bar graphs.