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| Time |  |  |
| Instr.  Weeks | 8 weeks | 8 weeks |
| Unit | **Unit 1: Place Value and Whole Numbers** | **Unit 2: Getting Started with Multiplication and Division** |
| Essential Question | **How does place value help us use and make sense of**  **mathematical operations?** | **How is multiplication like and unlike addition, like and unlike division?** |
| Power Standards | 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 | 3.OA.1-4 Represent and solve problems involving multiplication and division  3.OA.7 Fluently Multiply and Divide within 100  3.NBT.3 Multiply 1digit whole numbers by multiples of 10 |
| Focus Questions | How does understanding place value help us make sense of and  solve multi- digit number problems?  How does rounding numbers assist in solving and estimating a  solution to an addition or subtraction problem?  How does understanding the properties of operations help us make  sense of and solve multi-digit addition and subtraction? | How does a multiplication fact help you solve a division problem?  How can we use fact families to explain the concept of inverse  relationships?  How is skip counting connected to multiplication? |
| Vocabulary | Addition; Comparison (greater than, less than, equal to); Estimate; Expanded form; Standard form  Place value; Properties (commutative and associative properties of addition); Round; Subtraction | Array; Factor; Equal groups; Product; Multiply; Fact family; Divide;  Dividend; Quotient; Multiples; Associative property; Distributive property;  Equation; Operations |
| Assess  ment |  |  |

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| Time |  |  |
| Instr.  Weeks | 8 weeks | 3-4 weeks |
| Unit | **Unit 3: Understand, Represent, and Compare Fractions** | **Unit 4: Measurement: Perimeter & Area** |
| Essential Question | **How are fractions like and unlike whole numbers?** | **What are the different ways we can measure rectilinear figures?** |
| Power Standards | 3.NF.1-3 Develop understanding of fractions as numbers | 3.MD.1 and 2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects |
| Focus Questions | How can fractions be represented visually and symbolically?  How can understanding unit fractions help us make sense of, build,  and use other fractions?  How can we use the size of the unit to reason about fractions?  How can understanding equivalent fractions help us solve problems?  Are there fractions equal to and/or greater than one? If yes,  why? If no, why not? | How are area and perimeter similar, different?  What is the relationship between the size of measurement units and  the number of units needed to measure perimeter or area?  What does it mean to measure with precision? How can I figure out  which tool is most appropriate to use in a given situation?  How is a square unit similar to and different from a linear unit?  What strategies can help us solve measurement problems (e.g.,  composition/decomposition of shape and distributive property)?  How does the knowledge of measuring perimeter and area  support problem solving in real world contexts? |
| Vocabulary | 1. comparing numbers; denominator; equivalent fractions; 2. fraction; numerator; unit fraction; whole number | capacity; gram; liquid volume; mass; analog clock; digital clock;  metric unit |
| Assess ment |  |  |

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| Time |  |  |
| Instr.  Weeks | 2 weeks | 3 weeks |
| Unit | **Unit 5: *Perimeter and Area*** | **Unit 6: *Represent and Interpret Data*** |
| Essential Question | **How does area relate to multiplication? How is perimeter differ from linear and area measures?** | **How can we measure time and solve problems involving**  **elapsed time?** |
| Power Standards | 3.MD.5-8 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize perimeter as an attribute of plane figures and distinguish between linear and area measure | 3.MD.3 and 3.MD.4 Represent and interpret data |
| Focus Questions | What are the concepts of perimeter, area?  How is area like multiplication, perimeter like addition?  How is perimeter an attribute of plane figures? | Why and how do we use tools to collect and record (e.g. number line)  data?  Where and how do we use number lines when we measure?  What does it mean to be precise when we measure?  How does representing data help us solve real-world and  mathematical problems? |
| Vocabulary | area; formula; perimeter; square unit | analyze; data; bar graph; line plot; key; interpret; pictograph;  picture graph; scale; survey; tally chart |
| Assess ment |  |  |

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| Time |  |
| Instr.  Weeks | 3 weeks |
| Unit | **Unit 7: *Using Geometric Attributes*** |
| Essential Question | **How does analyzing the attributes of two-dimensional**  **shapes assist in the classification of quadrilaterals?** |
| Power Standards | 3.G.1 & 3.G.2 Reason with shapes and their attributes |
| Focus Questions | How does analyzing attributes of shapes assist in comparing and  classifying two- dimensional shapes?  What are some tools we can use to analyze attributes of two-  dimensional figures?  How does recognizing characteristics of angles help in identifying  specific quadrilaterals?  How can pairs of sides within a shape be described? |
| Vocabulary | angle; point; parallel; polygon; quadrilateral; ray; line;  line segment; right angle; rhombus; trapezoid; vertex |
| Assess ment |  |