# Grade 3 Mathematics Overview 




## Welcome to Grade 3 Mathematics of the Elementary Integrated Curriculum

- A new model for curriculum, assessment, and instruction
- Aligned to the Common Core State Standards
- A unique integrated curriculum designed to develop a college-ready mindset in all students by fostering critical and creative thinking and academic success skills
- Will provide extension for our most advanced students and scaffolding for students in need of support



## Operations and Algebraic Thinking <br> Multiplication and Division within 100 <br> Strategies and Problem Solving

## Geometry

Categorizing Shapes
Partitioning Shapes


Number and Operations in Base Ten
Add \& Subtract Multi-Digit
Numbers to 1000
Rounding Whole Numbers
Multiply by Multiples of Ten

Measurement and Data
Area and Perimeter
Volume and Mass
Scaled Picture Graphs Scaled Bar Graphs

Line Plots

Number and Operations-
Fractions
Fractions as Numbers
Equivalence
Comparing

Multiply and Divide Within 100

$$
\begin{aligned}
& 8 \times 5=40 \\
& 40 \div 5=8
\end{aligned}
$$

Multiply and Divide Within 100 drawings models arrays equations
properties of operations

To find $6 \times 8$, 1 know $3 \times 8=24$ ( 3 groups of 8 ) and double 24 to get 48 , which is 6 groups of 8 .

Two-Step Problems four operations drawings equations
unknowns in all positions estimation

## OPERATIONS AND ALGEBRAIC THINKING

## Round Whole Numbers

to Nearest 10 or 100

## 374

To the nearest $10 \rightarrow 380$
To the nearest $100 \rightarrow 400$

Fluently Add and Subtract Within 1000 place value strategies
properties of operations
relationship between addition and subtraction

Multiply 1-Digit Whole
Numbers by a
Multiple of 10 place value properties of operations
$2 \times 60=120$

NUMBER AND OPERATIONS IN BASE TEN

Fractions as Numbers on the Number Line length models number line drawings

## Fractions as Numbers unit fractions $\frac{1}{4}$

Just as every whole number is obtained by combining a sufficient number of 1s, every fraction is obtained by combining a sufficient number of unit fractions.

## Fraction Equivalence

 and Comparing Fractionsnumber line visual fraction model
same numerator or same denominator
refer to the same whole

$$
<,>, \text { or }=
$$

## NUMBER AND <br> OPERATIONS FRACTIONS

Calculating Area tiling as repeated addition
relate to multiplication


Geometric
Measurement - Area

sq. inches, sq. feet, sq. centimeters, sq. meters

## Geometric Measurement-

 Perimeter \& Area relate area and perimeter unknown side lengths

## MEASUREMENT

 AND DATA - AREA \& PERIMETER


## Time

to the nearest minute
solve problems involving intervals of time
number line diagram

## MEASUREMENT

## Line Plot





## Elementary Integrated Curriculum

- Connections across content
- Engaging instruction
- Universally designed and culturally relevant curriculum
- Professional development on demand for educators in a user friendly web-based platform
- Where all students can be prepared for a lifetime of learning


