Diocese of Bridgeport
Curriculum Map

Course: Mathematics **Grade Level: 3**

	Content	Skills	Suggested Assessments*	Connecticut Content Standards

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1	**Numbers** • Place value through hundred thousands • Standard and expanded notation • Rounding of Numbers	• Compare and order numbers • Identify patterns • Round to nearest 10, 100, 1000 • Estimate 2, 3, 4 digit numbers	• Use number cards—students arrange themselves to form and order numbers • Use individual white board to work problems and display answers	• Numbers can be represented with base ten place value models and written in expanded and re-grouped forms. • Strategies that involve place value patterns and algebraic properties, such as commutative and associative (13+7) + 9 =13 + (7+9) can be used to estimate, add and subtract.
	Addition/subtraction • Add and subtract whole numbers with and without regrouping • Estimate sums and differences • Subtract across zero	• Compute using column addition • Regroup in addition and subtraction • Compute sums and differences through four-digit numbers • Skip count • Calculate using mental math	• Addition and subtraction bingo • Arrange place value blocks in the correct order for a given number	
	Money • Money values • Problem solving	• Identify value of bills and coins • Count change • Add, subtract money values • Estimate to nearest dollar • Solve real life problems involving money	• Make change for each other using coins and bills • Analyze weekly ad for toy store—spend given amount estimate then do actual • Count money collect for different classroom projects • Cut out items from newspaper ad-add them to give change	
	Time • To nearest minute • Half hour, quarter hour, hour • Elapsed time	• Tell time with digital and analog clocks • Recognize ½ hour, ¼ hour, hour • Recognize nearest minute • Solve real life problems involving time	• Create schedules to show daily and weekly activities • Plan activities using schedules from newspapers • Use individual clocks to tell given time	• Calendars and clocks are used to plan events and coordinate meetings.
	Geometry and Measurement **Ordinal Numbers/Calendar**	• Identify ordinal positions on a monthly calendar • Read a calendar accurately	• Fill in blank calendar—all activities given for the month • Call off numbers when lined up-first, second third etc.	
	Algebra	• Use >, <, = to compare numbers • Find the rule • Identify pattern • Complete number sentences • Solve problems using balance scales	• Work in groups using a fulcrum to balance like amounts • Arrange blocks to solve missing number sentence • Create a pattern • Identify rule for a set of problems	• A number sentence with an equal sign (equation) indicates that both sides of the equal sign represent the same value, and can be modeled with a balance. • Patterns that are made with different objects and symbols and that follow the same rule may be classified together.
	Problem Solving **(same for all 4 marking periods)**	• Apply a variety of strategies to solve real life problems • Recognize key words for solving problems	• Work in pairs or groups to solve problems • Use manipulatives to illustrate solutions • Draw pictures to find solutions • Make up problems to solve and exchange	

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	Numbers **Subtraction** • Patterns, estimating • Subtract across zero	• Round to estimate differences • Subtract up to four digits with regrouping • Solve problems involving subtraction across zeros • Check subtraction by using addition	• Act out renaming using unifix cubes or other counter	• Estimation strategies can be efficient methods for approximating solutions to problems involving computation.
	Multiplication • Basic facts 0-12 • Multiplication to 2 digits	• Memorize basic facts 0-12 • Identify patterns • Multiple two and three digits by one digit • Solve problems using arrays • Multiply money values	• Reinforce facts through flash cards • Apply multiplication facts with games	• Rectangular arrays, number patterns, skip counting and repeated addends can be used to solve multiplication and division problems.
	Division • Basic facts • Concepts and Properties	• Memorize basic facts 1-12 • Find quotients with remainders • Understand division concepts, properties and terminology • Divide by one digit	• Use real life experience to show multiplication and division • Divide a given amount into equal groups using manipulatives	

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	Numbers **Fractions** • Equal Parts • Naming and writing fractions • Equivalent • Adding and subtracting	• Identify equal parts and equivalent fractions • Name, write and draw fractions • Compare and order fractions • Add and subtract fractions • Recognize relationship between fractions and decimals • Add and subtract decimals to hundredths	• Use grid paper to illustrate equal parts of figures • Use fraction strips to show given fractions and equal fractions • Use whole objects cut into equal parts to explore fractions	• A fraction with the same numerator and denominator represents the whole object or an entire set. • Fractions can be used to measure and can be represented on a ruler or number line. • Models and pictures of fractions can be used to compare fractions, identify equivalent fractions, and estimate, add, and subtract fractions with like and unlike denominators.
	Probability and Statistics **Graphs & Tables** • Line graphs • Bar graphs • Pictographs • Pie chart plotting	• Create, read and analyze graphs and tables • Organize information in a tally table • Plot, locate and record ordered pairs for grids	• Give data- student makes tally marks- then graphs the results • Answer questions using line bar, plot graphs and pie charts • Students will meet in groups to create a poster board using three different kinds of graphs and tables using the same data; Survey groups to botain the data • Make bar graph of birthdays for the year; number of books read each month	• Data organized in lists, tables, graphs and line plots may be used to identify a typical element or event.
	Probability and Statistics • Likely, unlikely, predictions	• Make predictions using probability outcomes	• Assess understanding of likelihood of events using spinners, dice, blocks, etc.	• Probability can be determined by making and testing predictions using samples and simulations.

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	Geometry and Measurement • Perimeter • Area • Volume • Line segments	• Calculate perimeter, area and volume • Identify and name solid shapes • Use terms *faces* and *edges* to compare solids • Name flat shapes and tell number of sides and corners Define and identify terms: line, line segment, ray, point, parallel lines, intersecting lines • Calculate perimeter, area and volume	• Use real life experiences- estimate or calculate how much fencing, border, carpeting would be needed • Measure classroom, hallway, desks, books, chalkboard-find perimeter and area • Use classroom rows to find students given coordinates • Use magazines to find pictures of given solid figures and shapes • Identify shapes of items from home or classroom • Design a wall – use shapes you know, symmetry in your design. Then find perimeter and area of your wall • Give students a shape – make a pattern and describe it – use slide, flip turn • Draw pictures of terms line, ray etc. • Make 3-D solid figures using toothpicks and raisins • Use place value blocks to understand faces, edges, perimeter, area • Design a building from building blocks and analyze for perimeter, area, shapes • Measure areas using non-standard units • Take a “shape” walk to identify objects that are similar in shape to solid figures- cylinder, rectangular prism, cube, etc.	• Polygons and solids can be compared and classified using attributes such as number and length of sides, number and kinds of angles, lines of symmetry, parallel sides or faces and congruent parts. • Location may be represented on simple maps using shapes or pictures.
	Geometry and Measurement • Weight and temperature • Customary linear measurement • Metric linear measurement	• Estimate, compare and convert length, weight, mass and capacity in customary and metric units • Identify positive temperatures in degrees Fahrenheit and degrees Celsius • Recognize, determine and utilize the correct unit and instrument for measurement	• Conduct scavenger hunt in classroom to find objects of given length • Measure outside school playground, etc. • Make “Gallon Man” to illustrate units of capacity • Determine how many millimeters fit across the head of a penny • Use balance scale to estimate how many grams an object would be, etc. • Keep a temperature chart for a month then graph data	• Estimation and measurement of length, area, volume, weight and temperature require different tools and units appropriate for a specific measurement task.

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* Formal and informal assessments for skills may also encompass—1) one-on-one conferencing; 2) class work (self-guided and group; 3) oral performance; 4) teacher-made and textbook quizzes and tests; 5) work sheets; 6) running records; 7) portfolios; and 8) diagnostic tests.