

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Mathematics

GRADE: 3

Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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TIMELINE: Quarter 1

<p>Strand: Numbers and Operations in Base Ten</p> <p>Concept: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. I M</p>	<p>I can add and subtract within 1000.</p> <p>I will understand the properties of operations and their fact families.</p>	<p>Application</p>	<p>Addend Additive identity property Distributive Fact family Inverse Operation Associative Commutative Multiply Sum</p>
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Colorado SS:

i-Ready lessons: Subtracting Three-Digit Numbers; Subtracting to Solve Real-World Problems; Adding Three-Digit Numbers; Addition Facts: Doubles Plus One or Minus One; Addition Facts: Using Sums of 10; Adding Three or More numbers; Mental Addition of Two-Digit and One-digit Numbers; Two-Digit Sums and Estimation; Two-Digit Sums with Base-Ten Models; Subtracting a One-Digit Number from a Two-Digit Number; Subtracting Two-Digit Numbers and Estimating Differences; Subtracting Two-Digit Numbers; Money Problems: Addition and Subtraction; Add and Subtract Within 1000; Money Problems: Addition, Subtraction, Multiplication; Adding Multi-Digit Numbers; Subtracting Multi-Digit Numbers

<p>Strand: Numbers and Operations in Base Ten</p> <p>Concept: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. I M</p>	<p>I can round numbers to the nearest 10 and 100.</p>	<p>Application Comprehension</p>	<p>Rounding</p>
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Colorado SS:

i-Ready lessons: Adding Three-Digit Numbers; Use Place Value to Round Numbers, Rounding to the Nearest 10, 100 or 1000; Subtracting Multi-Digit Numbers

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<p>Strand: Numbers and Operations in Base Ten</p> <p>Concept: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations. IM</p>	<p>I can multiply one-digit whole numbers by multiples of 10.</p>	<p>Application</p>	<p>Hundreds Multiples Multiply Tens</p>
<p>Colorado SS:</p> <p>i-Ready lessons: Multiply Multiples of 10; Multiplying by Powers of Ten and Multiples of Ten</p>				
<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Represent and solve problems involving multiplication and division.</p>	<p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which the total number of objects can be expressed as 5×7. IM</p>	<p>I can show products of whole numbers using arrays and writing them as expressions.</p>	<p>Comprehension</p>	<p>Array Expression Factors Product</p>
<p>Colorado SS:</p> <p>i-Ready lessons: Understand Multiplication, Part 1; Understand Multiplication, Part 2; Multiplication Concepts: Arrays; Multiplication Concepts: Equal Groups; Multiplication Sentences and Equal Groups; Multiplication Fact Review</p>				

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<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Represent and solve problems involving multiplication and division.</p>	<p>3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. I M</p>	<p>I can divide whole numbers into equal groups using objects. I can write a division sentence.</p>	<p>Comprehension</p>	<p>Dividend Divisor Quotient</p>

Colorado SS:

i-Ready lessons: Understand Division, Part 1; Understand Division, Part 2; Division Concepts: Sharing Equal Groups

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<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Multiply and divide within 100.</p>	<p>3.OA.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. I M</p>	<p>I can solve word problems using multiplication and division within 100 using drawings and equations.</p>	<p>Comprehension Application</p>	<p>Arrays Dividend Divisor Factors Product Quotient</p>
<p>Colorado SS: i-Ready lessons: Understand Division, Part 1; Relating Division to Multiplication; Division Concepts: Sharing Equal Groups; Multiplication Concepts: Arrays; Multiplication Concepts: Skip Counting; Using Area for Multiplication: Facts for 3, 4, and 5; Using Area for Multiplication: Facts for 6, 7, and 8; Division Concepts: Area and Facts for 3, 4, and 5; Division Concepts: Area and Facts for 6, 7, and 8; Multiplication and Division Fact Families; Solve One-Step Word Problems Using Multiplication and Division; Multiply Multiples of 10; Multiplying Two-Digit Numbers by One-Digit Numbers; Multiplying by Powers of Ten and Multiples of Ten; Review Multiplying Two-Digit Numbers by One-Digit Numbers; Using Partial Products to Multiply; Dividing Whole Numbers</p>				
<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Multiply and divide within 100.</p>	<p>3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two, one-digit numbers. I M</p>	<p>I can multiply and divide up to 100 and know from memory all products.</p>	<p>Knowledge Application</p>	<p>Dividend Divisor Factor Product Quotient</p>
<p>Colorado SS: i-Ready lessons: Understand Division, Part 1; Relating Division to Multiplication; Multiplication Fact Review; Multiplication Concepts: Skip Counting; Using Area for Multiplication: Facts for 3, 4, and 5; Using Area for Multiplication: Facts for 6, 7, and 8; Solve One-Step Word Problems Using Multiplication and Division; Division Concepts: Area and Facts for 3, 4, and 5; Division Concepts: Area and Facts for 6, 7, and 8; Multiplying Two-Digit Numbers by One-Digit Numbers; Review Multiplying Two-Digit Numbers by One-Digit Numbers; Dividing Whole Numbers; Multiplication and Division Fact Families</p>				

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RESOURCES AND NOTES FOR QUARTER 1:

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TIMELINE: Quarter 2

<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Understand properties of multiplication and the relationship between multiplication and division.</p>	<p>3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) IM</p>	<p>I can solve problems using the properties of multiplication.</p>	<p>Comprehension Application</p>	<p>Associative Commutative Distributive Properties of Multiplication</p>
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Colorado SS:

i-Ready lessons: Using Area for Multiplication: Facts for 6, 7, and 8; Properties of Multiplication; Use Order and Grouping to Multiply

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<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Understand properties of multiplication and the relationship between multiplication and division.</p>	<p>3.OA.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. IM</p>	<p>I can write the fact families of multiplication and division.</p>	<p>Knowledge</p>	<p>Dividend Divisor Factor Inverse operations Product Quotient Variable</p>

Colorado SS:

i-Ready lessons: Multiplication and Division Fact Families; Using Fact Families to Solve Division Problems

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<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>	<p>3.OA.8 Solve two-step word problems using the four operations. 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.3 (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. I M</p>	<p>I can solve two-step word problems using the four operations.</p>	<p>Application Analysis</p>	<p>Decompose Equations Estimation Expression Patterns Properties Reasonable-ness Rounding</p>

Colorado SS: Model strategies to achieve a personal financial goal using arithmetic operations. **PFL**

i-Ready lessons: Money Problems: Addition, Subtraction, Multiplication; Two-Digit Sums and Estimation; Two-Digit Sums with Base-Ten Models; Adding Three-Digit Numbers; Subtracting Two-Digit Numbers and Estimating Differences; Subtracting Three-Digit Numbers; Subtracting to Solve Real-World Problems; Solve One-Step Word Problems Using Multiplication and Division; Solve Two-Step Word Problems Using the Four Operations; Solve Multi-Step Problems; Solve Word Problems Involving Measurement

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<p>Strand: Operations and Algebraic Thinking</p> <p>Concept: Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>	<p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. I M</p>	<p>I can explain why the answer is correct by estimation and mental computation.</p> <p>I can identify and explain patterns in addition and multiplication tables.</p>	<p>Synthesis</p>	<p>Multiples Operations Patterns</p>

Colorado SS:

i-Ready lessons: Describing and Extending Patters; Understand Patterns

<p>Strand: Numbers and Operations- fractions</p> <p>Concept: Develop understanding of fractions as numbers.</p>	<p>3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. I M</p>	<p>I can show a fraction as being part of a whole number.</p>	<p>Knowledge Synthesis</p>	<p>Denominator Fractions Numerator</p>
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Colorado SS:

i-Ready lessons: Understand What a Fraction Is; Fraction of a Whole: Denominators through 12; Fractions: Part of a Whole in Real-World Problems

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<p>Strand: Numbers and Operations-fractions</p> <p>Concept: Develop understanding of fractions as numbers.</p>	<p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>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 locates the number $1/b$ on the number line. I M</p> <p>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. I M</p>	<p>I can show fractions on a number line.</p> <p>I can make a number line using various denominators.</p> <p>I can represent a fraction a/b on a number line diagram.</p>	<p>Comprehension Application</p>	<p>Diagram Interval Number line Point</p>

Colorado SS:

i-Ready lessons (2a): Understand Fractions on a Number Line; Comparing and Ordering Two Unlike Fractions; Comparing and Ordering Three Unlike Fractions; Using Models to Compare Fractions

i-Ready lessons (2b): Understand Fractions on a Number Line; Comparing and Ordering Two Unlike Fractions; Comparing and Ordering Three Unlike Fractions; Using Models to Compare Fractions

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RESOURCES AND NOTES FOR QUARTER 2:

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TIMELINE: Quarter 3

<p>Strand: Number and Operations-Fractions</p> <p>Concept: Develop understanding of fractions of numbers.</p>	<p>3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. IM</p> <p>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. IM</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3=3/1$ recognize that $6/1=6$; locate $4/4$ and 1 at the same point of a number line diagram. IM</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparison with symbols $>$, $=$, $<$, and justify the conclusions, e.g., by using a visual fraction model. IM</p>	<p>I can identify fractions that are the same size.</p> <p>I can show equivalent fractions with a visual model</p> <p>I can write whole numbers as a fraction.</p> <p>I can compare the size of two fraction using $>$, $<$, $=$.</p> <p>I can justify the comparison of two fractions using a visual fraction model.</p>	<p>Knowledge Comprehension Application</p>	<p>Compare Denominator Equal Equivalent fraction Greater than Greatest Least Less than Numerator Order Reduce Simplest form</p>
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Colorado SS:

i-Ready lessons (3a): Find Equivalent Fractions; Equivalent Fractions' Equivalent Fractions and Simplest Form

i-Ready lessons (3b): Equivalent Fractions; Find Equivalent Fractions; Equivalent Fractions and Simplest Form

i-Ready lessons (3c): Find Equivalent Fractions; Understand Mixed Numbers

i-Ready lessons (3d): Comparing and Ordering Two Unlike Fractions; Comparing and Ordering Three Unlike Fractions; Fractions: Part of a Whole In Real-World Problems; Using Models to Compare Fractions

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Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
<p>Strand: Measurement and Data</p> <p>Concept: Solve problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects.</p>	<p>3.MD.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 on a number line diagram. I M</p>	<p>I can tell time to the nearest minute.</p> <p>I can solve word problems using addition and subtraction of time.</p>	<p>Comprehension Application</p>	<p>a.m. Digital Half hour Hours Interval Midnight Minutes Noon p.m. Quarter hour Timeline</p>

Colorado SS:

i-Ready lessons: Elapsed Time to the Minute; Telling Time to the Minute; Elapsed Time; Telling Time to 5 Minutes; Telling Time to 15 Minutes; Estimating Time: Choosing Units; Estimating Time: Minutes; Finding Elapsed Time to Solve Problems; Solve Problems About Time

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Strand/Concept	Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
<p>Strand: Measurement and Data</p> <p>Concept: Represent and interpret data.</p>	<p>3.MD.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. IM</p>	<p>I can draw a picture and a bar graph,</p> <p>I can solve one and two-step problems using graphs.</p>	<p>Comprehension Application Analysis</p>	<p>Bar graph Graph Horizontal Key Label Title Vertical bar</p>

Colorado SS:

i-Ready lessons: Scaled Pictographs and Bar Graphs; Picture Graphs and Bar Graphs; Interpreting Bar Graphs and Pictographs

<p>Strand: Measurement and Data</p> <p>Concept: Represent and interpret data.</p>	<p>3.MD.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, halves, or quarters. IM</p>	<p>I can measure lengths using rulers to the nearest half and fourth inch.</p> <p>I can show measurement data on a line plot</p>	<p>Knowledge Comprehension Application</p>	<p>Half inch Inch Line plot Quarter inch</p>
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Colorado SS:

i-Ready lessons: Using a Ruler: Inches; Using a Ruler: Centimeters or Inches; Interpreting Line Plots

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<p>Strand: Measurement and Data</p> <p>Concept: Solve problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects.</p>	<p>3.M.D.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 drawings (such as a beaker with a measurement scale) to represent the problem. I M</p>	<p>I can measure liquid volumes and masses of objects using grams and liters.</p> <p>I can solve one-step word problems using volume and mass.</p>	<p>Knowledge Comprehension Application</p>	<p>Gram Kilogram Liter Mass Milliliter Volume</p>

Colorado SS:

i-Ready lessons: Estimating Capacity: Milliliters and Liters; Solve Problems about Mass; Measuring Weight with a Scale; Grams and Kilograms; Liters and Milliliters; Estimating Capacity: Metric Units

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RESOURCES AND NOTES FOR QUARTER 3:

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TIMELINE: Quarter 4

<p>Strand: Geometry</p> <p>Concept: Reason with shapes and their attributes.</p>	<p>3.G.1 Understand that shapes in 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. IM</p>	<p>I can identify and categorize attributes of plane figures and quadrilaterals.</p>	<p>Knowledge Comprehension</p>	<p>Hexagon Octagon Parallelogram Pentagon Quadrilateral Rectangle Rhombus Square Trapezoid Triangle</p>
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Colorado SS:

i-Ready lessons: Quadrilaterals; Classifying Polygons

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<p>Strand: Geometry</p> <p>Concept: Reason with shapes and their attributes.</p>	<p>3.G.2 Partition shapes into parts with equal areas. Express the 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 $\frac{1}{4}$ of the area of the shape. IM</p>	<p>I can partition shapes into equal areas and write them as fractions.</p>	<p>Comprehension</p>	<p>Fraction Partition Whole</p>

Colorado SS:

i-Ready lessons: Concepts of Fractions in Two-Dimensional Shapes; Fraction of a Whole: Denominators Through 12; Fractions: Part of a Whole in Real-World Problems

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<p>Strand: Measurement & Data</p> <p>Concept: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p>	<p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area Measurement.</p> <p>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. I M</p> <p>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. I M</p>	<p>I can measure plane figures using square units.</p> <p>I can measure area in square units.</p>	<p>Comprehension Application Analysis</p>	<p>Area Length Plane figure Square unit</p>

Colorado SS:

i-Ready lessons (5a): Concepts of Area in Two-Dimensional Shapes; Using Area for Multiplication: Facts for 3, 4, and 5; Understand Area; Understanding Area and Surface Area

i-Ready lessons (5b): Using Area for Multiplication: Facts for 3, 4, and 5; Understand Area; Understanding Area and Surface Area

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<p>Strand: Measurement & Data</p> <p>Concept: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p>	<p>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units). IM</p>	<p>I can find the area of a rectangle by multiplying the side lengths.</p>	<p>Comprehension Application Analysis</p>	<p>Improvised unit</p>

Colorado SS:

i-Ready lessons: Concepts of Area in Two-Dimensional Shapes; Understand Area; Understanding Area and Surface Area

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<p>Strand: Measurement & Data</p> <p>Concept: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	<p>3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given 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. IM</p>	<p>I can solve real world problems by finding the perimeters of polygons.</p> <p>I can find the perimeter of a polygon with an unknown side length.</p>	<p>Comprehension Application Analysis</p>	<p>Perimeter Units</p>

Colorado SS:

i-Ready lessons: [Understanding Perimeter](#)

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RESOURCES AND NOTES FOR QUARTER 4: