



**MOHAWK**

**Local School District**

*Preparing today's students for tomorrow*

**Mohawk Local Schools 3rd Grade Math**

**Quarter 3 Curriculum Guide**

Mathematical Practices

1. Make Sense of Problems and Persevere in Solving them
2. Reasoning Abstractly & Quantitatively
3. Construct Viable Arguments and Critique the Reasoning of Others
4. Model with Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision
7. Look for and Make use of Structure
8. Look for and Express Regularity in Repeated Reasoning

**Critical Areas of Focus Being Addressed:**

- Multiplication and Division
- Number and Operations
- Geometry
- Fractions

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:

(DOK1)

(DOK2)

(DOK3)

(DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

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.(DOK 3-4)

Define horizontal axis.

Identify each plot on the line as data or a number of objects.

Analyze data from a line plot.

Determine appropriate unit of measurement.

Determine appropriate scale for line plot.

Generate measurement data by measuring lengths using rulers marked with halves and

	<p>fourths of an inch.</p> <p>Create a line plot where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.</p>
<p>3.MD.5-Recognize area as an attribute of plane figures and understand concepts of area measurement.(DOK 3)</p>	<p>Define “unit square”.</p> <p>Define area.</p> <p>Relate the number (n) of unit squares to the area of a plane figure.</p> <p>Cover the area of a plane figure with unit squares without gaps or overlaps.</p>
<p>3.MD.6-Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).(DOK 1)</p>	<p>Measure areas by counting unit squares.</p> <p>Use unit squares of cm, m, in, ft, and other sizes of unit squares to measure area.</p>
<p>3.MD.7-Relate area to the operations of multiplication and addition.(DOK 2)</p>	<p>Find the area of a rectangle by tiling it in unit squares.</p> <p>Find the side lengths of a rectangle in units.</p> <p>Compare the area found by tiling a rectangle to the area found by multiplying the side lengths.</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.(DOK 3)</p>	<p>Define a polygon.</p> <p>Define perimeter.</p> <p>Find the perimeter when given the length of sides.</p> <p>Find the perimeter when there is an unknown side length.</p> <p>Exhibit (design, create, draw, model, etc.) rectangles with the same perimeter and different areas.</p> <p>Exhibit rectangles with the same area and different perimeters.</p>
<p>3.G.1-Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four</p>	<p>Identify and define rhombuses, rectangles, and squares as examples of quadrilaterals based on their attributes.</p>

<p>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.(DOK 3)</p>	<p>Describe, analyze, and compare properties of two-dimensional shapes.</p> <p>Compare and classify shapes by attributes, sides and angles.</p> <p>Group shapes with shared attributes to define a larger category (e.g, quadrilaterals).</p> <p>Draw examples of quadrilaterals that do and do not belong to any of the subcategories.</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 <math>\frac{1}{4}</math> of the area of the shape.(DOK 2)</p>	<p>Know that shapes can be partitioned into equal areas.</p> <p>Describe the area of each part as a fractional part of the whole.</p> <p>Relate fractions to geometry by expressing the area of part of a shape as a unit fraction of the whole. (See 3rd grade introduction).</p>