

Mohawk Local Schools Grade Math-Third	
Quarter-Two 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         • Sumber and Operations         • Geometry         • Fractions	
Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4) 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.(DOK 2)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can", "Students Will Be Able To" -Recognize a unit fraction such as ¼ as the quantity formed when the whole is partitioned into 4 equal parts Identify a fraction such as 2/3 and explain that the quantity formed is 2 equal parts of the whole partitioned into 3 equal parts (1/3 and 1/3 of the whole 3/3). -Express a fraction as the number of unit fractions. -Use accumulated unit fractions to represent numbers equal to, less than and greater than one (1/3 and 1/3 is 2/3; 1/3, 1/3, 1/3, and 1/3 is 4/3).

3.NF.2-Understand a fraction as a number on the number line; represent fractions on a number line diagram. (DOK 2)	<ul> <li>-Define the interval from 0 to 1 on a number line as the whole.</li> <li>-Divide a whole on a number line into equal parts.</li> <li>-Recognize that the equal parts between 0 and 1 have a fractional representation.</li> <li>-Represent each equal part on a number line with a fraction.</li> <li>-Explain that the end of each equal part is represented by a fraction (1/the number of equal parts).</li> </ul>
3.NF.3-Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.(DOK 2)	-Define the interval from 0 to 1 on a number line as the wholeDivide a whole on a number line into equal partsRepresent each equal part on a number line with a fractionExplain that the endpoint of each equal part represents the total number of equal parts.II-II01/42/43/41