Mohawk Local Schools Grade Math-Three

Quarter-Four 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.1-Work with time and money. **a.** Tell and write time to the nearest minute. Measure time intervals in minutes (within 90 minutes). Solve real-world problems involving addition and subtraction of time intervals (elapsed time) in minutes, e.g., by representing the problem on a number line diagram or clock. **b.** Solve word problems by adding and subtracting within 1,000, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the $ and ¢ symbol appropriately (not including decimal notation).(DOK 3)	-Recognize minute marks on analog clock face and minute position on digital clock face. -Know how to write time to the minute. Tell time to the minute. -Compare an analog clock face with a number line diagram. -Use a number line diagram to add and subtract time intervals in minutes. -Solve word problems involving addition and subtraction of time intervals in minutes.
3.MD.2-Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 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	-Explain how to measure liquid volume in liters. -Explain how to measure mass in grams and kilograms. -Add, subtract, multiply and divide units of liters, grams, and kilograms.

measurement scale) to represent the problem. Excludes multiplicative comparison problems involving notions of "times as much". (DOK 3)	-Know various strategies to represent a word problem involving liquid volume or mass. -Solve one step word problems involving masses given in the same units. -Solve one step word problems involving liquid volume given in the same units. -Measure liquid volumes using standard units of liters. -Measure mass of objects using standard units of grams (g), and kilograms (kg).
3.MD.3-Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step "how many more" and "how many less" problems using information presented in the scaled graphs. *For example, create a bar graph in which each square in the bar graph might represent 5 pets, then determine how many more/less in two given categories.* (DOK 3)	-Explain the scale of a graph with a scale greater than one. -Identify the scale of a graph with a scale greater than one. -Analyze a graph with a scale greater than one. -Choose a proper scale for a bar graph or picture graph. -Interpret a bar/picture graph to solve one or two step problems asking "how many more" and "how many less".
3.NBT.1-Use place value understanding to round whole numbers to the nearest 10 or 100.(DOK 1)	-Define "round or rounding" in relation to place value. -Round a whole number to the nearest 10. -Round a whole number to the nearest 100.
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.(DOK 1)	-Know strategies and algorithms for adding and subtracting within 1000. -Fluently add and subtract within 1000.