

Brandon Valley School District

Mathematics

Scope and Sequence

Grade: 3

Quarter 1

Timeline (month/days)	Standard(s)
Aug. 7 days	Place Value 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
Sept. 20 days	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. 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 3.MD.9 Determine the value of a collection of money using dollar sign and decimal point appropriately. Understand that the digits to the right of the decimal represent parts of a whole dollar.

Quarter 2

Timeline (month/days)	Standard(s)
Oct. 20 days	Subtraction, Multiplication, Division, Multiplication and Division Patterns 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 a total number of objects can be expressed as 5×7 . 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. 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. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) 3.OA.7 Multiply and divide within 100 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 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.
Nov. 17 days	Multiplication and Division 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 a total number of objects can be expressed as 5×7 . 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. 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. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 3.OA.6 Understand division as an unknown factor problem. 3.OA.7 Multiply and divide within 100 (Extend these into December)
Dec. 17 days	Properties and Equations; Fractions 3.OA.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) 3.OA.7 Multiply and divide within 100 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. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations])

Quarter 3

Timeline (month/days)	Standard(s)
Jan 18 days	Fractions (Review and E 3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (example: 1 part out of 4 equal parts is the same as $\frac{1}{4}$); understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. (example: $\frac{3}{4}$ is the same as 3 one-fourths ($\frac{1}{4}$, $\frac{1}{4}$, $\frac{1}{4}$)). 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Note - Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8. Measurement and Data 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) 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. (Excludes multiplicative comparison problems [problems involving notions of “times as much”; see Table, page 34]) 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes, using an analog and digital clock. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 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. 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.
Feb 18 days	Perimeter and Area 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. 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. 3.MD.7 Relate area to the operations of multiplication and addition.
March 21 days	Geometry 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. 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 a shape.

Quarter 4

Timeline (month/days)	Standard(s)
April 20 days	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 a total number of objects can be expressed as 5×7 . 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. 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. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 3.OA.7 Multiply and divide within 100 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 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. 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. 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. 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. 3.MD.7 Relate area to the operations of multiplication and addition.
May - 12 days	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 a total number of objects can be expressed as 5×7 .

	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. 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. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 3.OA.7 Multiply and divide within 100 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 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. 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. 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. 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 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 a total number of objects can be expressed as 5×7. 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. multiplication table), and explain them using properties of operations. 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. 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. 3.MD.7 Relate area to the operations of multiplication and addition.
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*Pink-priority, Yellow-supporting, Green-supplementary.

*90 minute class periods.

STAR Math and Standards Based Assessments done beginning, middle and end of year.	
Notes Q1 ● Week 1; August 19th - 21st ○ Introductions/Relationship Building (Introduce Chapter 1) ● Week 2; August 24th - 28th ○ Chapter 1 Place Value (My Math Workbook p.9-50) ■ Lesson 1: Place Value Through Thousands; (p.9-14) ■ Lesson 2: Compare Numbers (p.15-20) ■ Lesson 3: Order Numbers (p.21-26) ■ Check My Progress (p.27-28)	

- Lesson 4: Round Nearest 10 (p.29-34)
- **Week 3;** August 31st - September 4th
 - Continue Chapter 1 Place Value
 - Lesson 5: Round to the Nearest 100 (p.35-40)
 - STAR Math test (Renaissance)
 - Review (p.47-49)
 - Review with Form 3A (My Math)
 - Test Chapter 1 Form 3B (My Math)
- **Week 4;** September 8th - 11th
 - Chapter 2 Addition (My Math Workbook p.61-124)
 - Lesson 1: Addition Properties (p.61-66)
 - Lesson 2: Patterns in an Addition Table (p.67-72)
 - Lesson 3: Addition Patterns (p.73-78)
 - Lesson 4: Add Mentally (p.79-84) + Check My Progress (p.79-86)
- **Week 5;** September 14th - 18th
 - Continue Chapter 2 Addition
 - Review with Check My Progress (Online form)
 - Lesson 5: Estimate Sums (p.87-92)
 - Lesson 6: Hands On: Use Models to Add (p.93-98)
 - Lesson 7: Add Three Digit Numbers (p.99-104)
 - Check My Progress (p.105-106)
- **Week 6;** September 21st - 25th
 - Lesson 8: Add-Four Digit Numbers (p.107-112)
 - Review (p.121-123) Cover: (3.MD.9 - use a dollar sign and decimal point with money appropriately.)
 - Test Chapter 2 Form 3A or 3B
 - Chapter 3 Subtraction (My Math Workbook p.133-181)
 - Lesson 1: Subtract Mentally (p.133-138)
 - Lesson 2: Estimate Differences (p.139-144)
- **Week 7;** September 28th - October 1st
 - Lesson 3: Problem-Solving Investigation (p.145-150) OR Review Day
 - Check My Progress (p.151-152)
 - Lesson 4: Hands On: Subtract with Regrouping (p.153-158)
 - Lesson 5: Subtract Three-Digit Numbers (p.159-164)
- **Week 8;** October 5th - 9th
 - Lesson 6: Subtract Four-Digit Numbers (p.165-170)
 - Lesson 7: Subtract Across Zeros (p.171-176)
 - (Continue) Subtract Across Zero Reteach or Enrich (p.171-176)
 - Review Day (p.179-181)
 - Test Chapter 3 Form 3A or 3B
- **Week 9;** October 13th - 16th (4 days)
 - Chapter 4 Understand Multiplication (My Math workbook p.193- 233)
 - Lesson 1&2: Hands on: Model Multiplication (p.193-198); Multiplication as Repeated Addition (p.199-204)
 - Lesson 3&4: Hands On: Multiply with Arrays (p.205-210); Arrays and Multiplication (p.211-216)
 - Lesson 6: Use Multiplication to Find Combinations (p.225-230)

■ Check My Progress (p.231-233) No test (No Form 3A/3B) ● Week 10; October 19th - 23rd (end of first quarter 21st) ○ Chapter 5 Understand Division (My Math Workbook p.245-285) ■ Lesson 1&2: Hands On:Model Division (p.245-250); Division as Equal Sharing (p.251-254) ■ Lesson 3&4: Relate Division and Subtraction (p.257-262); Hands on: Relate Division and Multiplication (p.265-270) ■ Lesson 5: Inverse Operations (p.271-282); Check My Progress (p.283-285) (End 1st Quarter) ○ Chapter 6 Multiplication and Division Patterns (My Math Workbook p.295-356) ■ Lesson 2&3 (QT2) Multiply by 2 (p.301-306); Divide by 2 (p.307-312) ■ Lesson 4&5 (QT2) Multiply by 5 (p.313-318); Divide by 5 (p.319-324)
*3.MD.9 - use a dollar sign and decimal point with money appropriately (cover within lessons; specific lesson not included in this curriculum for this standard)
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Notes Q2 (Begin Oct. 22nd) ● Week 11; October 26th - 30th ○ Continue Chapter 6 Multiplication and Division Patterns ■ Lessons 7, 8: Multiply by 10 (p.333-388); Multiples of 10 (p.339-344) ■ Lesson 9: Divide by 10 (p.345-350) Check My Progress (p.353-356) (Optional) ○ Chapter 7 Multiplication and Division (My Math Workbook p.365-419) ■ Lesson 1&2: Multiply by 3 (p.365-370); Divide by 3 (p.371-376) ■ Lesson 3: Hands On: Double a Known Fact (p.377-382) ■ Lesson 4&5: Multiply by 4 (p.383-388); Divide by 4 (p.389-394) ● Week 12; November 2nd - 6th ■ Lesson 7&8: Multiply 0 and 1 (p.403-408); Divide 0 and 1 (p.409-414) ■ Review (Reteach or Enrich) ■ Review (p.417-418) ■ Test Chapter 7 Form 3A or 3B ■ Introduce Chapter 8 Multiplication and Division OR Review from last chapter ● Week 13; November 9th - 13th (BOOK VOLUME 2) ○ Chapter 8 Apply Multiplication and Division (My Math Workbook p.429-492) ■ Lesson 1: Multiply by 6 (p.429-434) ■ Lesson 2: Multiply by 7 (p.435-440) ■ Lesson 4: Multiply by 8 (p.449-454) ■ Lesson 5: Multiply by 9 (p.455-460) ● Week 14; November 16th - 20th ■ Lesson 3: Divide by 6 and 7 (p.441-446) ■ Review/Reteach/Enrich ■ Lesson 6: Divide by 8 and 9 (p.451-460) ■ Review/Reteach/Enrich

- **REVIEW** Optional Check My Progress (p.447-448); Lesson 7: Problem-Solving Investigate: Make an Organized List (p.469-474)
- **Week 15**; November 23-24th (Thanksgiving)
 - Review
 - Review
- **Week 16**; November 30th - December 4th
 - Chapter 9 Properties and Equations (My Math Workbook p.501-559)
 - Lesson 9: Divide by 11 and 12
 - Lesson 10: Multiply by 11 and 12
 - Review Day
 - Test Chapter 8 Form 3A or 3B
 - Begin Chapter 9
- **Week 17**; December 7th - 11th
 - Lesson 1 Hands On: Take Apart to Multiply (p.501-506);
 - Lesson 2 The Distributive Property (p.507-512)
 - Review Day
 - Lesson 3: Hands On: Multiply Three Factors (p.513-518)
 - Lesson 4: The Associative Property (p.519-524)
- **Week 18**; December 14th - 18th (STAR Math this week?)
 - Review Day
 - Lesson 6: Evaluate Expressions (p.533-538)
 - Lesson 7: Write Equations (p.539-544)
 - Review Day
 - Test Chapter 9 (Possibly move to next week if necessary)
- **Week 19**; December 21st - 23rd
 - Review
 - Review
 - Review

WINTER BREAK

- **Week 20**; January 4th - 7th (Begin Fractions) (**May need to adjust in January**)
 - Chapter 10 Fractions (My Math Workbook p.569-621)
 - Lesson 1: Unit Fractions (p.569-574)
 - Lesson 2: Part of a Whole (p.575-580)
 - Review
 - Lesson 3: Part of a Set (p.581-586)
- **Week 21**; January 11th - 15th
 - Review Day OR Lesson 4: Problem-Solving Investigation (p.587-592); Optional Check My Progress (p.593-594)
 - Lesson 5: Hands On: Fractions on a Number Line (p.595-600)
 - Review Lesson 5
 - Lesson 6: Equivalent Fractions (p.601-606)
 - Review Lesson 6
- **Week 22**; January 19th - 22nd
 - Lesson 7: Fractions as One Whole (p.607-612)
 - Lesson 8: Compare Fractions (p.613-618)
 - Review

- Review
- Chapter 10 test Form 3A or 3B

Notes Q3

- **Week 23;** January 25th - 29th
 - Chapter 11 Measurement and Data (My Math Workbook p.633-680)
 - Lesson 1: Hands On: Estimate and Measure Capacity (p.633-638)
 - Lesson 2: Solve Capacity Problems (p.639-644)
 - Lesson 3: Hands On: Estimate and Measure Mass (p.645-650)
 - Lesson 4: Solve Mass Problems (p.651-656) Check My Progress (p.657-658) Optional
- **Week 24;** February 1st - 5th
 - Continue Chapter 11 Measurement and Data
 - Lesson 5: Tell Time to the Minute (p.659-664)
 - Review reteach/enrich
 - Lesson 6: Time Intervals (p.665-670)
 - Review (p.677-680)
 - Test Form 3A or 3B
- **Week 25;** February 8th - 11th
 - Chapter 12 Represent and Interpret Data (My Math Workbook p.691-744)
 - Lesson 1: Collect and Record Data (p.691-696)
 - Lesson 2: Draw Scaled Picture Graphs (p.697-698)
 - Lesson 3: Draw Scaled Bar Graphs (p.703-703)
 - Lesson 4: Relate Bar Graphs to Scaled Picture Graphs (p.709-714)
 - Lesson 5: Draw and Analyze Line Plots (p.715-720)
- **Week 26;** February 16th - 19th
 - Check My Progress (p.721-722) OR review/enrich
 - Lesson 6: Hands On: Measure to Halves and Fourths of an Inch (p.723-728)
 - Lesson 7: Collect and Display Measurement Data (p.729-734)
 - Lesson 8: Problem-Solving Investigation (p.735-740)
- **Week 27;** February 22nd - 26th
 - Review (p.741-744)
 - Test Chapter 12 Form 3A or 3B
 - Chapter 13 Perimeter and Area (My Math Workbook p.753-820)

Introduction to Chapter 13

- Lesson 1: Hands on Find Perimeter (p.753-758)
- **Week 28;** March 1st - 5th
 - Lesson 2: Perimeter (p.759-764)
 - Lesson 3: Hand on Understand Area (p.765-770)
 - Lesson 4: Measure Area (p.771-776)
 - Optional Check My Progress (p.777-778) Review/Enrich
 - Lesson 5: Hands on Tile Rectangle to Find Area (p.779-784)
- **Week 29;** March 8th - 12th
 - Lesson 6: Area of Rectangles (p.785-790)
 - Lesson 7: Hands on Area and the Distributive Property (p.791-796)

- Lesson 8: Area of Composite Figures (p.797-802)
 - Optional Check My Progress (p.803-804) Review/Enrich
 - Lesson 9: Area and Perimeter (p.805 - 810)
- **Week 30;** March 15th - 17th
 - Lesson 10: Problem Solving Investigation (p.811-816)
 - Review (Interim?)
 - Review (p.817-820)
 - Test Chapter 13 Form 3A or 3B
- **Week 31;** March 22nd - 26th
 - Lesson 1: Hands On: Angles (p.833-838)
 - Lesson 2: Polygons (p.840-844)
 - Lesson 3: Hands On Triangles (p.845-850)
 - Lesson 4: Quadrilaterals (p.852-856)
 - Possible make-up snow day: Check My Progress (p.857-858) OR Review

Notes Q4

- **Week 32;** March 29th - April 1st
 - Lesson 5: Shared Attributes of Quadrilaterals (p.859-864)
 - Lesson 6: Problem Solving (p.865-870)
 - Lesson 7: Partition Shapes (p.871-876)
 - Review (p.877-879)
 - Test Chapter 14 Form 3A or 3B
- **Week 33;** April 6th - 9th
 - **Review Week** Enrich, Reteach
- **Week 34;** April 12th - 16th **SBAC WEEK GRADE 3 (12th - 23rd)**
 - Testing, Review, Fun activities, all standards covered in test
- **Week 35;** April 19th - 23rd **SBAC WEEK GRADE 3 (12th - 23rd)**
 - Review STEM Addition and Subtraction activities
- **Week 36;** April 26th - 30th
 - Review STEM Multiplication and Division activities
 - Scoot
 - Break-out rooms
 - Multiplication Mayhem (BE)
 - Array City (FAE)
 - All schools please share ideas
- **Week 37;** May 3rd - 7th
 - Review STEM Area and Perimeter
 - Create Your Name (BE)
 - Array People (RBE)
 - All schools please share ideas
- **Week 38;** May 10th - 14th
 - Review STEM Geometry
 - Geometry City (RBE) Scavenger Hunt (BE)
 - All schools - please share ideas

- **Week 39;** May 17th - 19th
 - Review/Last week school

STAR Math and Standards Based Assessments done beginning, middle and end of year.