



Grade 3 Mathematics Year At-A-Glance

Overview

How can students use mathematics to organize and make sense of their world? Students deepen their understanding of number and quantity as they transition from additive to multiplicative thinking. Meaningful exploration and representations are provided to help students see the relationship between addition and multiplication and work with the inverse relationship between multiplication and division.

<u>Quarter 1</u>	Unit 1: Building a Mathematical Community Through the Data Cycle (about 9 days)	Unit 2: Place Value/Addition and Subtraction Part 1 (about 25 days)	Unit 3: Multiplication and Division Part 1 (about 16 days)	
<u>Quarter 2</u>	Unit 4: Geometry (about 11 days)	Unit 5: Adding & Subtracting Part 2 (about 18 days)		Begin Unit 6: Fractions Part 1 (about 10 days)
<u>Quarter 3</u>	Complete Unit 6: Fractions Part 1 (about 5 days)	Unit 7: Multiplication and Division Part 2 (about 11 days)	Unit 8: Measurement Part 1 (about 13 days)	Unit 9: Fractions Part 2 (about 16 days)
<u>Quarter 4</u>	Unit 10: Measurement Part 2 (about 9 days)	Unit 11: Multiplication and Division Part 3 (about 14 days)		SOL Review and Post SOL Reteaching (about 23 days)

** 3.CE.2f should be addressed throughout the year.

Quarter 1: August 19 – October 31 (50 Days)

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	<p><u>Unit 1:</u> <u>Building a Mathematical Community Through the Data Cycle</u></p>	<p>About 9 days</p>	<p>3.PS.1 The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on pictographs and bar graphs.</p>
	<p><u>Unit 2:</u> <u>Place Value/ Addition and Subtraction Part 1</u></p>	<p>About 25 days Assessment Window: Week of 10/7/24</p>	<p>3.NS.1 The student will use place value understanding to read, write, and determine the place and value of each digit in a whole number, up to six digits, with and without models. 3.NS.2 The student will demonstrate an understanding of the base 10 system to compare and order whole numbers up to 9,999. 3.CE.1 The student will estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition and subtraction with whole numbers where addends and minuends do not exceed 1,000. [focus on addends and minuends to 500 and no standard algorithm] 3.PFA.1 The student will identify, describe, extend, and create increasing and decreasing patterns (limited to addition and subtraction of whole numbers), including those in context, using various representations. [focus on numbers and number line patterns] 3.MG.2 The student will use multiple representations to estimate and solve problems, including those in context, involving area and perimeter (in both U.S. Customary and metric units).</p>
	<p><u>Unit 3:</u> <u>Multiplication and Division Part 1</u></p>	<p>About 16 days Assessment Window: Week of 10/28/24</p>	<p>3.NS.4 The student will solve problems, including those in context, that involve counting, comparing, representing, and making change for money amounts up to \$5.00. [focus on \$2.00 or less] 3.CE.2 The student will recall with automaticity multiplication and division facts through 10×10; and represent, solve, and justify solutions to single-step contextual problems using multiplication and division with whole numbers. [focus on multiples of 2s, 5s, and 10s, repeated addition and commutative property] 3.MG.3 The student will demonstrate an understanding of the concept of time to the nearest minute and solve single-step contextual problems involving elapsed time in one-hour increments within a 12-hour period.</p>

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Quarter	Unit	Suggested Time	Standards of Learning
<p style="text-align: center;">Quarter 2</p>	<p style="text-align: center;"><u>Unit 4: Geometry</u></p>	<p>About 11 days</p> <p>Assessment Window: Week of 11/18/24</p>	<p>3.MG.4 The student will identify, describe, classify, compare, combine, and subdivide polygons.</p> <p>3.PFA.1 The student will identify, describe, extend, and create increasing and decreasing patterns (limited to addition and subtraction of whole numbers), including those in context, using various representations. [focus on object and picture patterns]</p>
	<p style="text-align: center;"><u>Unit 5: Adding & Subtracting Part 2</u></p>	<p>About 18 days</p> <p>Assessment Window: Week of 12/16/24</p>	<p>3.CE.1 The student will estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition and subtraction with whole numbers where addends and minuends do not exceed 1,000.</p> <p>3.PS.1 The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on pictographs and bar graphs.</p>
	<p style="text-align: center;"><u>Begin Unit 6: Fractions Part 1</u></p>	<p>About 10 days</p> <p>Assessment Window: Week of 1/27/25</p>	<p>3.NS.3 The student will use mathematical reasoning and justification to represent and compare fractions (proper and improper) and mixed numbers with denominators of 2, 3, 4, 5, 6, 8, and 10), including those in context.</p>

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Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	<u>Complete Unit 6: Fractions Part 1</u>	About 5 days Assessment Window: Week of 1/27/25	3.NS.3 The student will use mathematical reasoning and justification to represent and compare fractions (proper and improper) and mixed numbers with denominators of 2, 3, 4, 5, 6, 8, and 10), including those in context.
	<u>Unit 7: Multiplication and Division Part 2</u>	About 11 days Assessment Window: Week of 2/10/25	3.CE.2 The student will recall with automaticity multiplication and division facts through 10×10 ; and represent, solve, and justify solutions to single-step contextual problems using multiplication and division with whole numbers. [focus on multiples of 0s, 1s, 4s, 8s, zero property, identity property and commutative property]
	<u>Unit 8: Measurement Part 1</u>	About 13 days Assessment Window: Week of 3/3/25	3.MG.1 The student will reason mathematically using standard units (U.S. Customary and metric) with appropriate tools to estimate and measure objects by length, weight/mass, and liquid volume to the nearest half or whole unit. 3.MG.2 The student will use multiple representations to estimate and solve problems, including those in context, involving area and perimeter (in both U.S. Customary and metric units).
	<u>Unit 9: Fractions Part 2</u>	About 16 days Assessment Window: Week of 3/24/25	3.NS.3 The student will use mathematical reasoning and justification to represent and compare fractions (proper and improper) and mixed numbers with denominators of 2, 3, 4, 5, 6, 8, and 10), including those in context.

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Quarter 4: April 1 – June 12 (46 Days)

Quarter 4 Unit Guides will be released on March 11, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	<u>Unit 10: Measurement Part 2</u>	About 9 days Assessment Window: Week of 4/7/25	3.NS.4 The student will solve problems, including those in context, that involve counting, comparing, representing, and making change for money amounts up to \$5.00. 3.MG.3 The student will demonstrate an understanding of the concept of time to the nearest minute and solve single-step contextual problems involving elapsed time in one-hour increments within a 12-hour period.
	<u>Unit 11: Multiplication and Division Part 3</u>	About 14 days Assessment Window: Week of 5/5/25	3.CE.2 The student will recall with automaticity multiplication and division facts through 10×10 ; and represent, solve, and justify solutions to single-step contextual problems using multiplication and division with whole numbers. [focus on multiples of 3s, 6s, 7s, 9s, distributive property, commutative property, zero property and identity properties, add-a-group strategy, subtract-a-group strategy and the decompose strategy]

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