Third Grade
PPS/CCSS Alignment Resource:

A comprehensive support resource that aligns the following:

- Common Core State Standards for Content
- Common Core State Standards for Mathematical Practice
- Core Curriculum-Bridges Lessons, Supplements, and Number Corner
- Explanations and Examples
- Assessments
- Report Card Language
- “I Can” Statements

Grade 3

Grade 3 Overview

Operations and Algebraic Thinking (OA)

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten (NBT)

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions (NF)

- Develop understanding of fractions as numbers.

Measurement and Data (MD)

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry (G)

- Reason with shapes and their attributes.

Mathematical Practices (MP)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and 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.

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

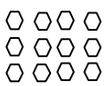
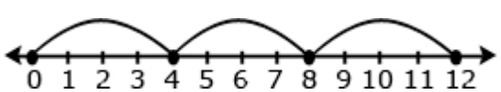
(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $1/2$ of the paint in a small bucket could be less paint than $1/3$ of the paint in a larger bucket, but $1/3$ of a ribbon is longer than $1/5$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

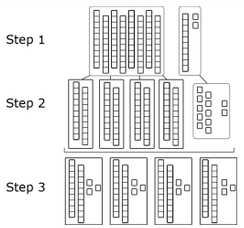
(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Operations and Algebraic Thinking	3.0A
Common Core Cluster	
Represent and solve problems involving multiplication and division. Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **products, groups of, quotients, partitioned equally, multiplication**, **division, equal groups, arrays, equations**, **unknown.**	

Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
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.* **CCSS I can statement:** I can demonstrate products of whole numbers. ***Understands multiplication as the total number of objects in equal sized groups. Understands that division requires separating the whole into equal sized groups/parts***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.7. Look for and make use of structure.	Students recognize multiplication as a means to determine the total number of objects when there are a specific number of groups with the same number of objects in each group. Multiplication requires students to think in terms of groups of things rather than individual things. Students learn that the multiplication symbol 'x' means "groups of" and problems such as 5 x 7 refer to 5 groups of 7. To further develop this understanding, students interpret a problem situation requiring multiplication using pictures, objects, words, numbers, and equations. Then, given a multiplication expression (e.g., 5 x 6) students interpret the expression using a multiplication context. (See Table 2) They should begin to use the terms, *factor* and *product,* as they describe multiplication.	**Sessions** Unit 4, Sessions 1–4, 7, 8, 9, 12, 15, 16, 18–20, 23 Unit 4, pp 465 (HC 13) **Supplement** Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2 and Ind. Worksheets 1, 8 Bridges Practice Book, pp 14, 16, 24, 25, 61–63, 65, 68, 69 **Number Corner** October Numbers Grid November Numbers Grid Dec. Comp. Fluency Mar. Comp. Fluency	**Formal** Bridges, Vol. 2, pp 441–444 562–569 (Unit 4 Pre- and Post Assessment
3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.7. Look for and make use of structure.	Students recognize the operation of division in two different types of situations. One situation requires determining how many groups and the other situation requires sharing (determining how many in each group). Students should be exposed to appropriate terminology (quotient, dividend, divisor, and factor). To develop this understanding, students interpret a problem situation requiring division using pictures, objects, words, numbers, and equations. Given a division expression (e.g., 24 ÷ 6) students interpret the expression in contexts that require both interpretations of division. (See Table 2)	**Sessions** Unit 4, Sessions 1, 4, 9, 13, 23 **Supplement** Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1, 2,5, 8 Bridges Practice Book, pp 67, 69, 105, 109	**Formal** Bridges, Vol. 2, pp 441–444 562–569 (Unit 4 Pre- and Post Assessment

Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
CCSS I can statement: I can demonstrate whole-number quotients of whole numbers. ***Understands multiplication as the total number of objects in equal sized groups. Understands that division requires separating the whole into equal sized groups/parts***				
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. (See Table 2.) **CCSS I can statements:** • I can determine when to multiply and divide in word problems. • I can represent multiplication and division word problems using drawings and equations with unknowns in all positions. • I can solve word problems involving equal groups, arrays, and measurement quantities using drawings and equations. ***Uses labeled sketches, models, and equations to solve multiplication and division word problems within 100. (e.g. 4xN = 40)***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.7. Look for and make use of structure.	Students use a variety of representations for creating and solving one-step word problems, i.e., numbers, words, pictures, physical objects, or equations. They use multiplication and division of whole numbers up to 10 x10. Students explain their thinking, show their work by using at least one representation, and verify that their answer is reasonable. Word problems may be represented in multiple ways: • Equations: 3 x 4 = ?, 4 x 3 = ?, 12 ÷ 4 = ? and 12 ÷ 3 = ? • Array:  • Equal groups  • Repeated addition: 4 + 4 + 4 or repeated subtraction • Three equal jumps forward from 0 on the number line to 12 or three equal jumps backwards from 12 to 0  •	**Sessions** Unit 4, Sessions 9, 12–14, 16, 23 **Supplements** Set A1 Number & Operations: Equal Expressions, Activity 1 and Ind. Worksheets 1 & 2 Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2 and Ind. Worksheets 1, 6, 8 Bridges Practice Book, pp 14, 16, 24, 25, 62, 66, 68, 72, 74, 76, 78, 124, 127, 129, 136	**Formal** Bridges, Vol. 2, pp 441–444, 562–569(Unit 4 Pre- and Post Assessment)

<table>
<tr><th>Common Core Standard</th><th>Mathematical Practices</th><th>Explanations and Examples</th><th>Bridges Lessons</th><th>Assessment</th></tr>
<tr><td></td><td></td><td>Examples of division problems:
• Determining the number of objects in each share (partitive division, where the size of the groups is unknown):
o The bag has 92 hair clips, and Laura and her three friends want to share them equally. How many hair clips will each person receive?
 

• Determining the number of shares (measurement division, where the number of groups is unknown)
o Max the monkey loves bananas. Molly, his trainer, has 24 bananas. If she gives Max 4 bananas each day, how many days will the bananas last?
<table><tr><td>Starting</td><td>Day 1</td><td>Day 2</td><td>Day 3</td><td>Day 4</td><td>Day 5</td><td>Day 6</td></tr><tr><td>24</td><td>24-4=
20</td><td>20-4=
16</td><td>16-4=
12</td><td>12-4=
8</td><td>8-4=
4</td><td>4-4=
0</td></tr></table>
Solution: The bananas will last for 6 days.</td><td></td><td></td></tr>
<tr><td>3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.

CCSS I can statement:
I can determine the unknown whole number in a multiplication or division problem.

Uses labeled sketches, models, and equations to solve multiplication and division word problems within 100. (e.g. 4xN = 40)</td><td>3.MP.1. Make sense of problems and persevere in solving them.

3.MP.2. Reason abstractly and quantitatively.

3.MP.6. Attend to precision.

3.MP.7. Look for and make use of structure.</td><td>This standard is strongly connected to 3.AO.3 when students solve problems and determine unknowns in equations. Students should also experience creating story problems for given equations. When crafting story problems, they should carefully consider the question(s) to be asked and answered to write an appropriate equation. Students may approach the same story problem differently and write either a multiplication equation or division equation.

Students apply their understanding of the meaning of the equal sign as ”the same as” to interpret an equation with an unknown. When given 4 x ? = 40, they might think:
• 4 groups of some number is the same as 40
• 4 times some number is the same as 40
• I know that 4 groups of 10 is 40 so the unknown number is 10
• The missing factor is 10 because 4 times 10 equals 40.

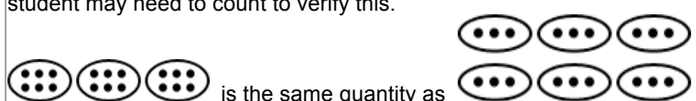
Equations in the form of a x b = c and c = a x b should be used interchangeably, with the unknown in different positions.

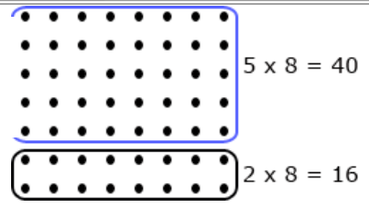
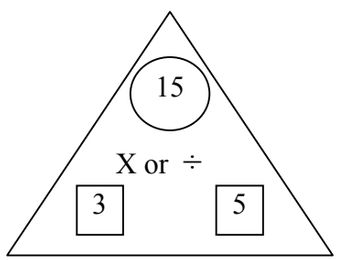
Examples:
• Solve the equations below:
$24 = ? \times 6$
$72 \div \Delta = 9$
• Rachel has 3 bags. There are 4 marbles in each bag. How many marbles does Rachel have altogether? 3 x 4 = m</td><td>Sessions
Unit 4, Sessions 12–14

Supplements
Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheets 1 & 2
Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheet 4
Set A7 Number & Operations: Multiplication Beyond the Basics, Independent Worksheet 3
Bridges Practice Book, pp 61, 63–67, 69, 75, 77, 83, 113

Number Corner
Mar. Computational Fluency</td><td>Informal
Bridges Practice Book, pp 61, 63–67, 69, 75, 77, 83, 113</td></tr>
</table>

Operations and Algebraic Thinking	3.OA
Common Core Cluster	
Understand properties of multiplication and the relationship between multiplication and division. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **operation, multiply, divide, factor, product, quotient, strategies, (properties)-rules about how numbers work.**	

Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lesson***	***Assessment***
3.OA.5. Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* **CCSS I can statements:** • I can explain and apply the commutative, associative, and distributive properties of multiplication. • I can decompose, regroup, and reorder factors to make it easier to multiply. • I can explain how the multiplication properties may or may not relate to division. ***Applies properties of operations (commutative, associative, distributive) as strategies to fluently multiply and divide within 100 (e.g. 3×5×2 can be found by 3×5=15, then 15 ×2 = 30 or 5x2=10 and 3x10=30)***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.7. Look for and make use of structure. 3.MP.8. Look for and express regularity in repeated reasoning.	Students represent expressions using various objects, pictures, words and symbols in order to develop their understanding of properties. They multiply by 1 and 0 and divide by 1. They change the order of numbers to determine that the order of numbers does not make a difference in multiplication (but does make a difference in division). Given three factors, they investigate changing the order of how they multiply the numbers to determine that changing the order does not change the product. They also decompose numbers to build fluency with multiplication. Models help build understanding of the commutative property: Example: 3 x 6 = 6 x 3 In the following diagram it may not be obvious that 3 groups of 6 is the same as 6 groups of 3. A student may need to count to verify this.  is the same quantity as Example: 4 x 3 = 3 x 4 An array explicitly demonstrates the concept of the commutative property.  4 rows of 3 or 4 x 3  3 rows of 4 or 3 x 4 Students are introduced to the distributive property of multiplication over addition as a strategy for using products they know to solve products they don't know. For example, if students are asked to find the product of 7 x 8, they might decompose 7 into 5 and 2 and then multiply 5 x 8 and 2 x 8 to arrive at 40 + 16 or 56. Students should learn that they can decompose either of the factors. It is important to note that the students may record their thinking in different ways.	**Sessions** Unit 4, Sessions 5–8, 18, 19, 22 Unit 4, p 492 (Introducing the Zero Facts) Unit 4, pp 551–552 (WP 4G) Unit 7, Sessions 12–17 **Supplement** Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2 and Independent Worksheets 3–7 Bridges Practice Book, pp 64, 83, 121, 122, 138 **Number Corner** October Magnetic Board May Magnetic Board May Computational Fluency	**Informal** Bridges Practice Book, pp 64, 83, 121, 122, 138

Common Core Standard	Mathematical Practices	Explanations and Examples	Bridges Lesson	Assessment
		5 x 8 = 40 2 x 8 = 16 56  7 x 4 = 28 7 x 4 = 28 56 To further develop understanding of properties related to multiplication and division, students use different representations and their understanding of the relationship between multiplication and division to determine if the following types of equations are true or false. • 0 x 7 = 7 x 0 = 0 (Zero Property of Multiplication) • 1 x 9 = 9 x 1 = 9 (Multiplicative Identity Property of 1) • 3 x 6 = 6 x 3 (Commutative Property) • 8 ÷ 2 = 2 ÷ 8 (Students are only to determine that these are not equal) • 2 x 3 x 5 = 6 x 5 • 10 x 2 < 5 x 2 x 2 • 2 x 3 x 5 = 10 x 3 • 0 x 6 > 3 x 0 x 2		
3.OA.6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.* **CCSS I can statements:** • I can explain the relationship between multiplication and division. • I can turn a division problem into a multiplication problem with an unknown factor. ***Applies properties of operations (commutative, associative, distributive) as strategies to fluently multiply and divide within 100 (e.g. 3×5×2 can be found by 3×5=15, then 15 ×2 = 30 or 5x2=10 and 3x10=30)***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.7. Look for and make use of structure.	Multiplication and division are inverse operations and that understanding can be used to find the unknown. Fact family triangles demonstrate the inverse operations of multiplication and division by showing the two factors and how those factors relate to the product and/or quotient. Examples: • 3 x 5 = 15 5 x 3 = 15 • 15 ÷ 3 = 5 15 ÷ 5 = 3  Students use their understanding of the meaning of the equal sign as “the same as” to interpret an equation with an unknown. When given 32 ÷ □ = 4, students may think: • 4 groups of some number is the same as 32 • 4 times some number is the same as 32 • I know that 4 groups of 8 is 32 so the unknown number is 8 • The missing factor is 8 because 4 times 8 is 32. Equations in the form of a ÷ b = c and c = a ÷ b need to be used interchangeably, with the unknown in different positions.	**Sessions** Unit 4, Sessions 13, 14, 19, 23 Unit 4, pp 488–489 (Sharing Students’ Division Strategies) Supplements Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1, 8 Bridges Practice Book, pp 67, 72, 83 **Number Corner** Feb. Computational Fluency Mar. Computational Fluency	**Informal** Bridges Practice Book, pp 67, 72, 83

Operations and Algebraic Thinking	**3.OA**
Common Core Cluster	
Multiply and divide within 100.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **operation, multiply, divide, factor, product, quotient, unknown, strategies, reasonableness, mental computation, property.**	

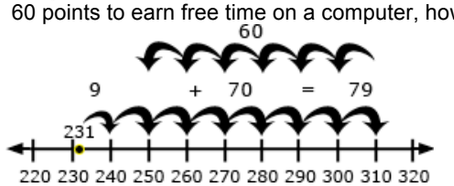
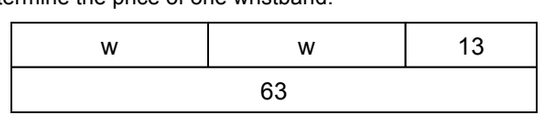
Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **CCSS I can statements:** • I can multiply any two numbers with a product within 100 by choosing the correct strategies. • I can instantly recall my multiplication facts. • I can divide any two numbers with a quotient within 100 by choosing the correct strategies. ***Applies properties of operations (commutative, associative, distributive) as strategies to fluently multiply and divide within 100 (e.g. 3×5×2 can be found by 3×5=15, then 15 ×2 = 30 or 5x2=10 and 3x10=30)***	3.MP.2. Reason abstractly and quantitatively. 3.MP.7. Look for and make use of structure. 3.MP.8. Look for and express regularity in repeated reasoning.	By studying patterns and relationships in multiplication facts and relating multiplication and division, students build a foundation for fluency with multiplication and division facts. Students demonstrate fluency with multiplication facts through 10 and the related division facts. Multiplying and dividing fluently refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently. Strategies students may use to attain fluency include: • Multiplication by zeros and ones • Doubles (2s facts), Doubling twice (4s), Doubling three times (8s) • Tens facts (relating to place value, 5 x 10 is 5 tens or 50) • Five facts (half of tens) • Skip counting (counting groups of __ and knowing how many groups have been counted) • Square numbers (ex: 3 x 3) • Nines (10 groups less one group, e.g., 9 x 3 is 10 groups of 3 minus one group of 3) • Decomposing into known facts (6 x 7 is 6 x 6 plus one more group of 6) • Turn-around facts (Commutative Property) • Fact families (Ex: 6 x 4 = 24; 24 ÷ 6 = 4; 24 ÷ 4 = 6; 4 x 6 = 24) • Missing factors General Note: Students should have exposure to multiplication and division problems presented in both vertical and horizontal forms.	**Sessions** Unit 4, Sessions 5–10, 17, 20, 22 Unit 4, pp 495, 548, 564 (HC's 14, 16 & 17) Unit 5, p 603 (HC 18) Unit 7, pp 833, 855–856 (Home Connections 27 & 28) **Supplement** Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheets 1 & 2 Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 2–5, 8 Bridges Practice Book, pp 61, 63, 65, 67, 69, 70, 71, 73, 77, 79, 83, 111, 119, 121, 123, 135 **Number Corner** September Numbers Grid October Numbers Grid November Numbers Grid Dec. Comp. Fluency Feb. Comp. Fluency Mar. Comp. Fluency April Comp. Fluency May Comp. Fluency	**Informal** Bridges Practice Book, pp 61, 63, 65, 67, 69, 77, 79, 83, 119, 121, 123, 135 **Formal** Unit 4, Sessions 11, 21 (Multiplication Fluency Checkups 1 & 2) Unit 5, Session 9 (Multiplication Fluency Checkup 3) Number Corner Teacher's Guide, pp 266–268, 322–324 (Checkups 3 & 4)

Operations and Algebraic Thinking — 3.OA

Common Core Cluster

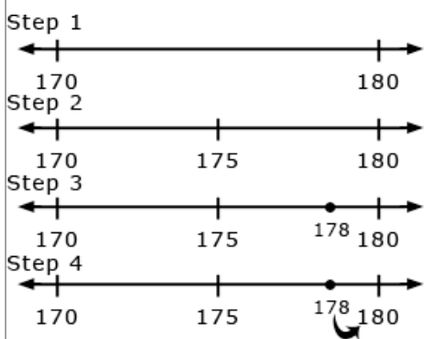
Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **operation, multiply, divide, factor, product, quotient, subtract, add, addend, sum, difference, equation, unknown, strategies, reasonableness, mental computation, estimation, rounding, patterns, (properties)-rules about how numbers work**

Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
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). **CCSS I can statements:** • I can solve two-step word problems using the four operations. • I can write equations using a letter for the unknown number. • I can decide if my answers are reasonable using mental math and estimation strategies. • I can solve problems using the Order of Operations. ***Solves word problems involving the four operations, including using variables, and can determine the reasonableness of answers using mental computation and estimation strategies including rounding***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.2. Reason abstractly and quantitatively. 3.MP.4. Model with mathematics. 3.MP.5. Use appropriate tools strategically.	Students should be exposed to multiple problem-solving strategies (using any combination of words, numbers, diagrams, physical objects or symbols) and be able to choose which ones to use. Examples: • Jerry earned 231 points at school last week. This week he earned 79 points. If he uses 60 points to earn free time on a computer, how many points will he have left?  A student may use the number line above to describe his/her thinking, “231 + 9 = 240 so now I need to add 70 more. 240, 250 (10 more), 260 (20 more), 270, 280, 290, 300, 310 (70 more). Now I need to count back 60. 310, 300 (back 10), 290 (back 20), 280, 270, 260, 250 (back 60).” A student writes the equation, 231 + 79 – 60 = m and uses rounding (230 + 80 – 60) to estimate. A student writes the equation, 231 + 79 – 60 = m and calculates 79-60 = 19 and then calculates 231 + 19 = m. • The soccer club is going on a trip to the water park. The cost of attending the trip is $63. Included in that price is $13 for lunch and the cost of 2 wristbands, one for the morning and one for the afternoon. Write an equation representing the cost of the field trip and determine the price of one wristband.  The above diagram helps the student write the equation, w + w + 13 = 63. Using the diagram, a student might think, “I know that the two wristbands cost $50 ($63-$13) so one wristband costs $25.” To check for reasonableness, a student might use front end estimation and say 60-10 = 50 and 50 ÷ 2 = 25.	**Sessions** Unit 2, Sessions 25–27, 29 Unit 4, Sessions 9, 12–14 Unit 5, Sessions 3, 5, 10, 12, 13, 17 Unit 6, Sessions 1, 4 Unit 5, p 675 (HC 21) **Supplement** Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheet 1 Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2 and Ind. Worksheet 6 Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activity 2 and Independent Worksheets 1–4 Set A6 Number & Operations: Estimating to Add & Subtract, Inde-pendent Worksheets 1–3 Bridges Practice Book, pp 18, 26, 28, 32, 33, 38, 40, 53, 70, 74, 78, 80, 90, 96, 98, 100, 104, 106, 118, 120, 126–129, 134, 136 **Number Corner** Jan. Coins, Clocks & Bills Feb. Coins, Clocks & Bills April Coins, Clocks & Bills	**Formal** Bridges, Vol. 3, pp 695–699, 774–781(Unit 6 Pre- and Post-Assessment) Number Corner Teacher’s Guide, pp 200–202 (Checkup 2)

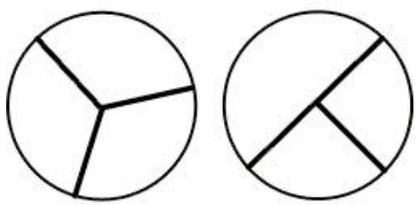
Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
		When students solve word problems, they use various estimation skills which include identifying when estimation is appropriate, determining the level of accuracy needed, selecting the appropriate method of estimation, and verifying solutions or determining the reasonableness of solutions. Estimation strategies include, but are not limited to: • using benchmark numbers that are easy to compute • front-end estimation with adjusting (using the highest place value and estimating from the front end making adjustments to the estimate by taking into account the remaining amounts) • rounding and adjusting (students round down or round up and then adjust their estimate depending on how much the rounding changed the original values)	May Magnetic Board May Clocks, Coins & Bills	
3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **CCSS I can statements:** • I can identify arithmetic patterns in number charts, addition tables, and multiplication tables. • I can explain arithmetic patterns using properties of operations. ***Solves word problems involving the four operations, including using variables, and can determine the reasonableness of answers using mental computation and estimation strategies including rounding***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.2. Reason abstractly and quantitatively. 3.MP.3. Construct viable arguments and critique the reasoning of others. 3.MP.6. Attend to precision. 3.MP.7. Look for and make use of structure.	Students need ample opportunities to observe and identify important numerical patterns related to operations. They should build on their previous experiences with properties related to addition and subtraction. Students investigate addition and multiplication tables in search of patterns and explain why these patterns make sense mathematically. For example: • Any sum of two even numbers is even. • Any sum of two odd numbers is even. • Any sum of an even number and an odd number is odd. • The multiples of 4, 6, 8, and 10 are all even because they can all be decomposed into two equal groups. • The doubles (2 addends the same) in an addition table fall on a diagonal while the doubles (multiples of 2) in a multiplication table fall on horizontal and vertical lines. • The multiples of any number fall on a horizontal and a vertical line due to the commutative property. • All the multiples of 5 end in a 0 or 5 while all the multiples of 10 end with 0. Every other multiple of 5 is a multiple of 10. Students also investigate a hundreds chart in search of addition and subtraction patterns. They record and organize all the different possible sums of a number and explain why the pattern makes sense. addend | addend | sum 0 | 20 | 20 1 | 19 | 20 2 | 18 | 20 3 | 17 | 20 4 | 16 | 20 • | • | • • | • | • • | • | • 20 | 0 | 20	**Sessions** Unit 1, Sessions 4–9, 14, 16–18 Unit 1, p 154 (HC 3) Unit 1, pp 86–87 (WP 1B) Unit 2, Sessions 1–3, 5, 6, 9, 10, 13, 14 Unit 4, Sessions 2, 6, 10, 15, 17, 18, 20 Unit 4, p 548 (HC 16) Unit 5, Sessions 7, 8, 14, 15 **Supplements** Set A2 Number & Operations: Basic Multiplication & Division, Ind. Worksheet 2 Bridges Practice Book, pp 1, 5, 31, 35, 67, 121, 135 **Number Corner** September Numbers Grid September Magnetic Board October Numbers Grid November Numbers Grid December Calendar Grid Feb. Computational Fluency	**Informal** Set A2 Number & Operations: Basic Multiplication & Division, Ind. Worksheet 2

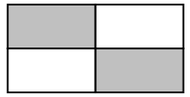
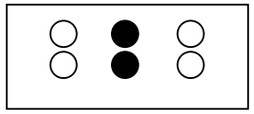
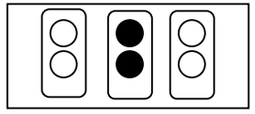
Number and Operations in Base Ten	**3.NBT**
Common Core Cluster	
Use place value understanding and properties of operations to perform multi-digit arithmetic. A range of algorithms may be used.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **place value, round, addition, add, addend, sum, subtraction, subtract, difference, strategies, (properties)-rules about how numbers work.**	

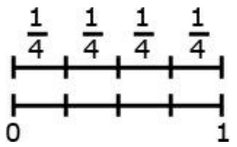
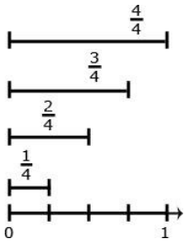
Standards	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100. **CCSS I can statements:** • I can identify place value up to the thousands. • I can use place value to round whole numbers to the nearest 10 or 100. ***Uses place value strategies and understandings, algorithms, and properties of operations to perform multi-digit addition and subtraction within 1000 fluently***	3.MP.5. Use appropriate tools strategically. 3.MP.7. Look for and make use of structure. 3.MP.8. Look for and express regularity in repeated reasoning.	Students learn when and why to round numbers. They identify possible answers and halfway points. Then they narrow where the given number falls between the possible answers and halfway points. They also understand that by convention if a number is exactly at the halfway point of the two possible answers, the number is rounded up. Example: Round 178 to the nearest 10.  Step 1: The answer is either 170 or 180. Step 2: The halfway point is 175. Step 3: 178 is between 175 and 180. Step 4: Therefore, the rounded number is 180.	**Sessions** Unit 2, Sessions 16, 17 Unit 5, pp 255–257 (WP 2D) Unit 5, Sessions 4, 5, 16–18 Unit 5, p 628 (HC 19) **Supplement** Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activity 5 and Independent Worksheet 4 Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1–3 Bridges Practice Book, pp 85–89, 91, 93, 95, 99, 131 **Number Corner** Jan. Computational Fluency May Coins, Clocks & Bills	**Informal** Bridges Practice Book, pp 85, 86, 87, 89, 91, 93, 95, 99, 131 **Formal** Bridges, Vol. 1, pp 232–236, 336–342(Unit 2 Pre- and Post-Assessment) Number Corner Teacher's Guide, pp 200–202 and 266–268 (Checkups 2, & 3)
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. **CCSS I can statements:** • I can 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.MP.2. Reason abstractly and quantitatively. 3.MP.7. Look for and make use of structure. 3.MP.8. Look for and express regularity in repeated reasoning.	Problems should include both vertical and horizontal forms, including opportunities for students to apply the commutative and associative properties. Adding and subtracting fluently refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently. Students explain their thinking and show their work by using strategies and algorithms, and verify that their answer is reasonable. An interactive whiteboard or document camera may be used to show and share student thinking. Example: • Mary read 573 pages during her summer reading challenge. She was only required to read 399 pages. How many extra pages did Mary read beyond the challenge requirements? Students may use several approaches to solve the problem including the traditional algorithm. Examples of other methods students may use are listed below:	**Sessions** Unit 2, Sessions 7, 8, 17–19, 22–27, 29 Unit 2, p 337 (HC 9) Unit 5, Sessions 2, 3, 5, 6, 10, 12, 13, 17, 19 Unit 6, Session 1 Unit 7, Session 1 **Supplement** Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activities 1–5 and	**Informal** Bridges Practice Book, pp 39, 87, 89, 90, 92, 93, 96, 99, 100, 126 **Formal** Bridges, Vol. 1, pp 232–236, 336–342(Unit 2 Pre- and Post-Assessment) Bridges, Vol. 2, pp 583–585, 673–680(Unit 5 Pre- and Post-Assessment) Number Corner Teacher's Guide, pp 200–202, 266–268 and 322–324

Standards	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
Uses place value strategies and understandings, algorithms, and properties of operations to perform multi-digit addition and subtraction within 1000 fluently		• 399 + 1 = 400, 400 + 100 = 500, 500 + 73 = 573, therefore 1+ 100 + 73 = 174 pages (Adding up strategy) • 400 + 100 is 500; 500 + 73 is 573; 100 + 73 is 173 plus 1 (for 399, to 400) is 174 (Compensating strategy) • Take away 73 from 573 to get to 500, take away 100 to get to 400, and take away 1 to get to 399. Then 73 +100 + 1 = 174 (Subtracting to count down strategy) • 399 + 1 is 400, 500 (that's 100 more). 510, 520, 530, 540, 550, 560, 570, (that's 70 more), 571, 572, 573 (that's 3 more) so the total is 1 + 100 + 70 + 3 = 174 (Adding by tens or hundreds strategy)	Independent Worksheets 1–3 Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1–3 Bridges Practice Book, pp 9, 27, 29, 31, 33, 36, 39, 40, 51, 53, 81, 87, 89, 90, 92–94, 96, 99, 100, 101, 107, 118, 123, 126, 129, 137 **Number Corner** Nov. Computational Fluency November Magnetic Board December Numbers Grid January Numbers Grid Jan. Computational Fluency January Coins, Clocks & Bills March Magnetic Board March Numbers Grid May Coins, Clocks & Bills Number Corner Student Book, pp 35, 40, 62	(Checkups 2, 3, & 4)
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. **CCSS I can statement:** I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations. ***Uses place value understanding and properties of operations to multiply one-digit numbers by multiples of 10 - e.g. 12x9 = (10x9) + (2x9)***	3.MP.2. Reason abstractly and quantitatively. 3.MP.7. Look for and make use of structure. 3.MP.8. Look for and express regularity in repeated reasoning.	Students use base ten blocks, diagrams, or hundreds charts to multiply one-digit numbers by multiples of 10 from 10-90. They apply their understanding of multiplication and the meaning of the multiples of 10. For example, 30 is 3 tens and 70 is 7 tens. They can interpret 2 x 40 as 2 groups of 4 tens or 8 groups of ten. They understand that 5 x 60 is 5 groups of 6 tens or 30 tens and know that 30 tens is 300. After developing this understanding they begin to recognize the patterns in multiplying by multiples of 10. Students may use manipulatives, drawings, or document camera.	**Sessions** Unit 7, Sessions 12–17 **Supplement** Set A7 Number & Operations: Multiplication Beyond the Basics, Activity 1 and Ind. Worksheets 1–3 Bridges Practice Book, pp 64, 83, 113, 121, 122, 138 **Number Corner** April Numbers Grid May Magnetic Board	**Formal** Number Corner Teacher's Guide, pp 322–324 (Checkup 4)

Number and Operations—Fractions	**3.NF**
Common Cluster	
Develop understanding of fractions as numbers. Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **partition(ed), equal parts, fraction, equal distance (intervals), equivalent, equivalence, reasonable, denominator, numerator, comparison, compare, ‹, ›, = , justify.**	

Standards	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
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*. ***Understands that the numbers in a fraction represent a quantity partitioned into equal parts***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.7. Look for and make use of structure.	Some important concepts related to developing understanding of fractions include: • Understand fractional parts must be equal-sized Example Non-example  These are thirds These are NOT thirds • The number of equal parts tell how many make a whole • As the number of equal pieces in the whole increases, the size of the fractional pieces decreases • The size of the fractional part is relative to the whole o The number of children in one-half of a classroom is different than the number of children in one-half of a school. (the whole in each set is different therefore the half in each set will be different) • When a whole is cut into equal parts, the denominator represents the number of equal parts • The numerator of a fraction is the count of the number of equal parts o ¾ means that there are 3 one-fourths o Students can count *one fourth, two fourths, three fourths* Students express fractions as fair sharing, parts of a whole, and parts of a set. They use various contexts (candy bars, fruit, and cakes) and a variety of models (circles, squares, rectangles, fraction bars, and number lines) to develop understanding of fractions and represent fractions. Students need many opportunities to solve word problems that require fair sharing.	**Session** Unit 6, Sessions 5–9, 12–15 **Supplement** Set A5 Number & Operations: Fractions, Activity 1 Bridges Practice Book, pp 8, 10, 30, 103, 125 **Number Corner** December Magnetic Board January Magnetic Board February Magnetic Board April Calendar Grid May Calendar Grid	**Formal** Bridges, Vol. 3, pp 695–699, 774–779(Unit 6 Pre- and Post-Assessment) Number Corner Teacher's Guide, pp 322–324 (Checkup 4)

Standards	Mathematical Practices	Explanations and Examples	Bridges Lessons	Assessment
		To develop understanding of fair shares, students first participate in situations where the number of objects is greater than the number of children and then progress into situations where the number of objects is less than the number of children. Examples: • Four children share six brownies so that each child receives a fair share. How many brownies will each child receive? • Six children share four brownies so that each child receives a fair share. What portion of each brownie will each child receive? • What fraction of the rectangle is shaded? How might you draw the rectangle in another way but with the same fraction shaded?  Solution: $\frac{2}{4}$ or $\frac{1}{2}$ What fraction of the set is black?  Solution: $\frac{2}{6}$  Solution: $\frac{1}{3}$		

Standards	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line. b. Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line. **CCSS I can statements:** **CC.3.NF.2a** • I can describe a fraction as a number on the number line. • I can represent fractions on a number line diagram. **CC.3.NF.2b** • I can divide a number line into parts of a whole to represent a fraction. • I can identify a fraction on a number line. • I can divide a number line into the parts of a given fraction a/b. • I can explain how the parts represent the fraction a/b. ***Understands fractional quantities and can order them on a number line***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.7. Look for and make use of structure.	Students transfer their understanding of parts of a whole to partition a number line into equal parts. There are two new concepts addressed in this standard which students should have time to develop. 1. On a number line from 0 to 1, students can partition (divide) it into equal parts and recognize that each segmented part represents the same length.  2. Students label each fractional part based on how far it is from zero to the endpoint.  	**Sessions** Unit 6, Sessions 14, 15 (fractions on a ruler) **Supplement** Set A5 Number & Operations: Fractions, Activity 1 Bridges Practice Book, p 133	

Standards	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **CCSS I can statements:** **CC.3.NF.3** • I can explain equivalent fractions. • I can compare fractions by explaining their size. **CC.3.NF.3a** • I can identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.2. Reason abstractly and quantitatively. 3.MP.3. Construct viable arguments and critique the reasoning of others. 3.MP.4. Model with mathematics. 3.MP.6. Attend to precision. 3.MP.7. Look for and make use of structure. 3.MP.8. Look for and express regularity in repeated reasoning.	An important concept when comparing fractions is to look at the size of the parts and the number of the parts. For example, $\frac{1}{8}$ is smaller than $\frac{1}{2}$ because when 1 whole is cut into 8 pieces, the pieces are much smaller than when 1 whole is cut into 2 pieces. Students recognize when examining fractions with common denominators, the wholes have been divided into the same number of equal parts. So the fraction with the larger numerator has the larger number of equal parts. $\frac{2}{6} < \frac{5}{6}$ To compare fractions that have the same numerator but different denominators, students understand that each fraction has the same number of equal parts but the size of the parts are different. They can infer that the same number of smaller pieces is less than the same number of bigger pieces. $\frac{3}{8} < \frac{3}{4}$	**Sessions** Unit 6, Sessions 6, 8, 9, 13–15 Unit 6, Sessions 6, 8, 13–15 Unit 6, Sessions 9, 12 Unit 6, Sessions 5–8, 13, 14 **Supplement** Bridges Practice Book, p 105 Bridges Practice Book, pp 30, 103, 108–110, 112, 114–117, 125, 128 **Number Corner** December Magnetic Board January Magnetic Board February Magnetic Board April Calendar Grid May Calendar Grid	**Formal** Number Corner Teacher's Guide, pp 322–324 (Checkup 4) **Informal** Bridges Practice Book, pp 30, 103, 108–110, 112, 114–117, 125, 128

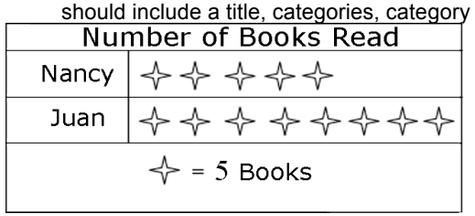
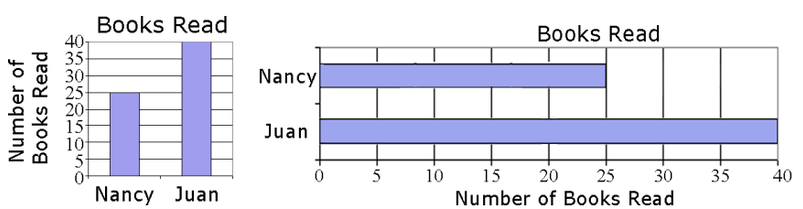
Standards	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
CC.3.NF.3b • I can identify and create simple equivalent fractions. • I can explain and/or model why the fractions are equivalent. **CC.3.NF.3c** • I can express whole numbers as fractions. • I can recognize fractions that are equivalent to whole numbers. **CC.3.NF.3d** • I can compare two fractions with the same numerator or the same denominator by explaining their size. • I understand I can only compare fractions that have the same whole. • I can explain and compare fractions with the symbols >, =, or <. ***Recognize, create and compare equivalent fractions*** ***(e.g., 1/2=2/4, 4/6=2/3)***				

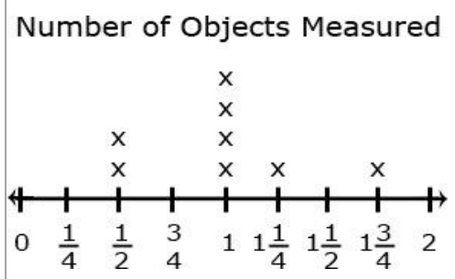
Measurement and Data	**3.MD**
Common Core Cluster	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **estimate, time, time intervals, minute, hour, elapsed time, measure, liquid volume, mass, standard units, metric, gram (g), kilogram (kg), liter (L).**	

Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **CCSS I can statements:** • I can tell and write time to the nearest minute. • I can measure time intervals in minutes. • I can find the elapsed time using a number line. • I can solve word problems involving addition and subtraction of time intervals in minutes using a number line diagram. ***Tells, writes, and measures time to the nearest minute. Solves word problems involving addition and subtraction of time***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.6. Attend to precision.	Students in second grade learned to tell time to the nearest five minutes. In third grade, they extend telling time and measure elapsed time both in and out of context using clocks and number lines. Students may use an interactive whiteboard to demonstrate understanding and justify their thinking.	**Supplement** Set A7 Number & Operations: Multiplication Beyond the Basics, Independent Worksheet 3 Set D3 Measurement: Telling Time, Activity 1 and Ind. Worksheets 1 & 2 Bridges Practice Book, pp 12, 17, 34 Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Independent Worksheet 3 Bridges Practice Book, pp 17, 20, 70, 120 **Number Corner** October Coins, Clocks & Bills Nov. Coins, Clocks & Bills Dec. Coins, Clocks & Bills January Calendar Grid March Coins, Clocks & Bills	**Formal** Number Corner Teacher's Guide, pp 92–94, 266–268 (Checkups 1, 3)
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	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.2. Reason abstractly and quantitatively, 3.MP.4. Model with mathematics. 3.MP.5. Use appropriate tools strategically.	Students need multiple opportunities weighing classroom objects and filling containers to help them develop a basic understanding of the size and weight of a liter, a gram, and a kilogram. Milliliters may also be used to show amounts that are less than a liter. Example: Students identify 5 things that weigh about one gram. They record their findings with words and pictures. (Students can repeat this for 5 grams and 10 grams.) This activity helps develop gram benchmarks. One large paperclip weighs about one gram. A box of large paperclips (100 clips) weighs about 100 grams so 10 boxes would weigh one kilogram.	**Sessions** Unit 7, Session 9 Unit 7, pp 829–830 (WP 7B) Unit 5, Session 9 Unit 5, pp 621–623 (WP 5C) **Supplement** Bridges Practice Book, p 82	

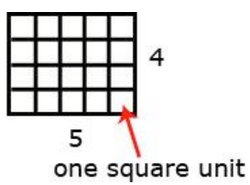
Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
represent the problem. Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Table 2). **CCSS I can statements:** • I can measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). • I can use models to add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes. ***Measures and estimates liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes***	3.MP.6. Attend to precision.			

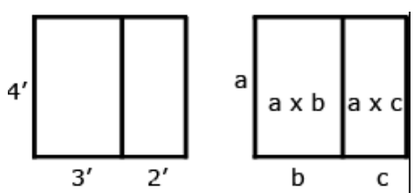
Measurement and Data	**3.MD**
Common core Cluster	
Represent and interpret data.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **scale, scaled picture graph, scaled bar graph, line plot, data.**	

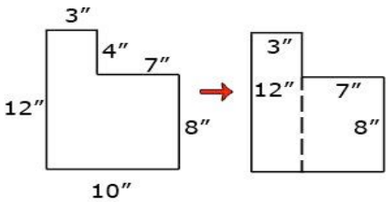
Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **CCSS I can statements:** • I can draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. • I can solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. ***Interprets data and creates a variety of graphs to represent data (e.g. bar, picture, line plots, etc.)***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.6. Attend to precision. 3.MP.7. Look for and make use of pattern.	Students should have opportunities reading and solving problems using scaled graphs before being asked to draw one. The following graphs all use five as the scale interval, but students should experience different intervals to further develop their understanding of scale graphs and number facts. • Pictographs: Scaled pictographs include symbols that represent multiple units. Below is an example of a pictograph with symbols that represent multiple units. Graphs should include a title, categories, category label, key, and data.  How many more books did Juan read than Nancy? • Single Bar Graphs: Students use both horizontal and vertical bar graphs. Bar graphs include a title, scale, scale label, categories, category label, and data.  	**Sessions** Unit 1, Session 3 **Supplement** Set E1 Data Analysis: Graphing, Activities 1–3 and Ind. Worksheets 1 & 2 Bridges Practice Book, pp 4, 132 Set E1 Data Analysis: Graphing, Activities 1–3 and Independent Worksheets 1 & 2 Bridges Practice Book, pp 2, 4, 132 **Number Corner** December Data Collector February Data Collector	**Formal** Number Corner Teacher's Guide, pp 200–202 (Checkup 2)
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.	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.6. Attend to precision.	Students in second grade measured length in whole units using both metric and U.S. customary systems. It's important to review with students how to read and use a standard ruler including details about halves and quarter marks on the ruler. Students should connect their understanding of fractions to measuring to one-half and one-quarter inch. Third graders need many opportunities measuring the length of various objects in their environment.		

Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
CCSS I can statements: • I can use a ruler to measure lengths in whole, half, and quarter inches. • I can make a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters. ***Interprets data and creates a variety of graphs to represent data (e.g. bar, picture, line plots, etc.)***		Some important ideas related to measuring with a ruler are: • The starting point of where one places a ruler to begin measuring • Measuring is approximate. Items that students measure will not always measure exactly ¼, ½ or one whole inch. Students will need to decide on an appropriate estimate length. • Making paper rulers and folding to find the half and quarter marks will help students develop a stronger understanding of measuring length Students generate data by measuring and create a line plot to display their findings. An example of a line plot is shown below: 		

Measurement and Data	**3.MD**
Common Core Cluster	
Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Students recognize area as an attribute of two-dimensional regions required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **attribute, area, square unit, plane figure, gap, overlap, square cm, square m , square in., square ft, nonstandard units, tiling, side length, decomposing.**	

Standards	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. **CCSS I can statements:** • I can define a unit square. • I can define area as the measurement of space with a plane figure and explain why area is measured in square units. ***Determines the area of a rectangle by covering the shape, without gaps or overlaps, with square units and relate area to multiplication and addition***	3.MP.2. Reason abstractly and quantitatively. 3.MP.4. Model with mathematics. 3.MP.5. Use appropriate tools strategically. 3.MP.6. Attend to precision.	Students develop understanding of using square units to measure area by: • Using different sized square units • Filling in an area with the same sized square units and counting the number of square units • An interactive whiteboard would allow students to see that square units can be used to cover a plane figure.  	**Supplement** Set D2 Measurement: Area, Activities 1 & 2 and Independent. Worksheet 1 Set D5 Measurement: Area in US Customary Units, Activity 2 and Ind. Worksheet 1 Set D6 Measurement: Area in MetricUnits, Activities 1, 2 and Ind. Worksheet	

Standards	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **CCSS I can statements:** • I can measure the area of a shape or a flat surface. • I can use unit squares to measure the area of a shape. ***Determines the area of a rectangle by covering the shape, without gaps or overlaps, with square units and relate area to multiplication and addition***	3.MP.5. Use appropriate tools strategically. 3.MP.6. Attend to precision.	Using different sized graph paper, students can explore the areas measured in square centimeters and square inches. An interactive whiteboard may also be used to display and count the unit squares (area) of a figure.	**Sessions** Unit 7, Session 8 **Supplements** Set D2 Measurement: Area, Activities 1 & 2 and Ind. Worksheet 1 Set D5 Measurement: Area in US Customary Units, Activities 1 & 2 Set D6 Measurement: Area in Metric Units, Activity 1	**Informal** Supplement Set D2 Measurement: Area, Independent Worksheet 1
3.MD.7. Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.2. Reason abstractly and quantitatively. 3.MP.4. Model with mathematics. 3.MP.5. Use appropriate tools strategically. 3.MP.6. Attend to precision.	Students tile areas of rectangles, determine the area, record the length and width of the rectangle, investigate the patterns in the numbers, and discover that the area is the length times the width. Example: Joe and John made a poster that was 4’ by 3’. Mary and Amir made a poster that was 4’ by 2’. They placed their posters on the wall side-by-side so that that there was no space between them. How much area will the two posters cover? Students use pictures, words, and numbers to explain their understanding of the distributive property in this context.  4 x 3 + 4 x 2 = 20 4 (3 + 2) = 20 4 x 5 = 20	**Supplements** Set D5 Measurement: Area in US Customary Units, Activity 2 and Ind. Worksheet 1 Set D6 Measurement: Area in Metric Units, Activities 1, 2 and Ind. Worksheet 1 **Sessions** Unit 4, Sessions 4, 5, 8, 22 Unit 4, p 495 (HC 14) Unit 5, Session 8 Unit 7, Sessions 12–17 Unit 4, Sessions 7, 8, 20 Unit 7, Sessions 12–17 **Number Corner** October Calendar Grid October Magnetic Board Dec. Computational Fluency May Magnetic Board	**Informal** Set D5 Measurement: Area in US Customary Units, Ind. Worksheet 1 Set D6 Measurement: Area in Metric Units, Ind. Worksheet 1 **Formal** Bridges, Vol. 2, pp 441–444, 562–569(Unit 4 Pre- and Post Assessment) **Formal** Bridges, Vol. 3, pp 796–799, 875–881 (Unit 7 Pre- and Post-Assessment)

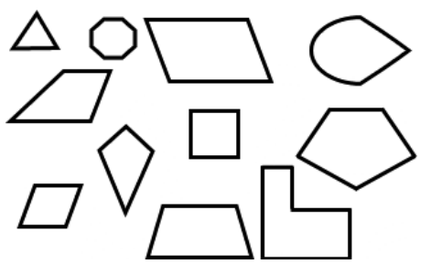
Standards	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
CCSS I can statements: **CC.3.MD.7** • I can use multiplication and addition to find the area of a shape. **CC.3.MD.7a** • I can find area of rectangles using a variety of methods. • I can find the area of a rectangle by tiling it, and show that the area is the same as would be found by multiplying the side lengths. **CC.3.MD.7b** • I can multiply side lengths to find areas of rectangles when solving real world problems. • I can represent whole-number products as rectangular areas. **CC.3.MD.7c** • I can use tiles to show the area of a rectangle. • I can use area models to represent the distributive property. **CC.3.MD.7d** • I can find area of irregular figures by finding the area of each part and add them together. • I can apply this technique to solve real world problems. ***Determines the area of a rectangle by covering the shape, without gaps or overlaps, with square units and relate area to multiplication and addition***		Example: Students can decompose a rectilinear figure into different rectangles. They find the area of the figure by adding the areas of each of the rectangles together.  area is 12 x 3 + 8 x 7 = 92 sq inches		

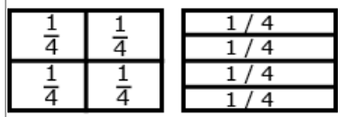
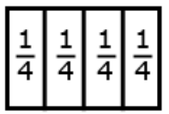
Measurement and Data	3.MD
Common Core Cluster	
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **attribute, perimeter, plane figure, linear, area, polygon, side length.**	

Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
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. **CCSS I can statements:** • I can solve real world problems involving perimeters of polygons. • I can find the perimeter given the side lengths. • I can find an unknown side length given the perimeter. • I can find rectangles with the same perimeter and different areas or with the same area and different perimeters. ***Can determine perimeter of polygons and understands that a given area of a shape can result in different perimeters and that a given perimeter can result in different area***	3.MP.1. Make sense of problems and persevere in solving them. 3.MP.4. Model with mathematics. 3.MP.7. Look for and make use of structure.	Students develop an understanding of the concept of perimeter by walking around the perimeter of a room, using rubber bands to represent the perimeter of a plane figure on a geoboard, or tracing around a shape on an interactive whiteboard. They find the perimeter of objects; use addition to find perimeters; and recognize the patterns that exist when finding the sum of the lengths and widths of rectangles. Students use geoboards, tiles, and graph paper to find all the possible rectangles that have a given perimeter (e.g., find the rectangles with a perimeter of 14 cm.) They record all the possibilities using dot or graph paper, compile the possibilities into an organized list or a table, and determine whether they have all the possible rectangles. Given a perimeter and a length or width, students use objects or pictures to find the missing length or width. They justify and communicate their solutions using words, diagrams, pictures, numbers, and an interactive whiteboard. Students use geoboards, tiles, graph paper, or technology to find all the possible rectangles with a given area (e.g. find the rectangles that have an area of 12 square units.) They record all the possibilities using dot or graph paper, compile the possibilities into an organized list or a table, and determine whether they have all the possible rectangles. Students then investigate the perimeter of the rectangles with an area of 12. The patterns in the chart allow the students to identify the factors of 12, connect the results to the commutative property, and discuss the differences in perimeter within the same area. This chart can also be used to investigate rectangles with the same perimeter. It is important to include squares in the investigation.	**Sessions** Unit 5, Sessions 7, 8 **Supplements** Set C4 Geometry: Quadrilaterals, Activities 4, 5 and Independent Worksheet 3 Bridges Practice Book, pp 44, 46, 48, 50, 54, 60, 106, 119, 130, 134, 135 Set C4 Geometry: Quadrilaterals, Independent Worksheet 3 **Number Corner** March Data Collector	**Formal** Number Corner Teacher's Guide, pp 266–268 (Checkup 3) **Informal** Set C4 Geometry: Quadrilaterals, Independent Worksheet 3

Area	Length	Width	Perimeter
12 sq. in.	1 in.	12 in.	26 in.
12 sq. in.	2 in.	6 in.	16 in.
12 sq. in	3 in.	4 in.	14 in.
12 sq. in	4 in.	3 in.	14 in.
12 sq. in	6 in.	2 in.	16 in.
12 sq. in	12 in.	1 in.	26 in.

Geometry	3.G
Common Core	
Reason with shapes and their attributes. Students describe, analyze, and compare properties of two dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.	
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are**: attributes, properties, open figure, closed figure, three-sided, 2-dimensional, 3-dimensional, rhombus/rhombi, cones, cylinders, prisms, polygon, partition, and unit fraction. Also from previous grades: triangle, quadrilateral, pentagon, hexagon, cube, trapezoid, half/quarter circle, circle, cone, cylinder, and sphere.**	

Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
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. **CCSS I can statements:** • I can use attributes to identify shapes. • I can use attributes to classify shapes into categories. • I can define quadrilaterals. • I can recognize rhombuses, rectangles, and squares as being examples of quadrilaterals. • I can draw quadrilaterals other than rhombuses, rectangles, and squares. ***Recognizes and describes shapes by their attributes and divides a shape into fractional parts***	3.MP.5. Use appropriate tools strategically. 3.MP.6. Attend to precision. 3.MP.7. Look for and make use of structure.	In second grade, students identify and draw triangles, quadrilaterals, pentagons, and hexagons. Third graders build on this experience and further investigate quadrilaterals (technology may be used during this exploration). Students recognize shapes that are and are not quadrilaterals by examining the properties of the geometric figures. They conceptualize that a quadrilateral must be a closed figure with four straight sides and begin to notice characteristics of the angles and the relationship between opposite sides. Students should be encouraged to provide details and use proper vocabulary when describing the properties of quadrilaterals. They sort geometric figures (see examples below) and identify squares, rectangles, and rhombuses as quadrilaterals. 	**Sessions** Unit 3, Sessions 2–4, 12 **Supplements** Set C2 Geometry: Triangles & More, Activity 2 and Ind. Worksheets 3 & 4 Set C4 Geometry: Quadrilaterals, Activities 1–5 and Ind. Worksheets 1 & 2 Bridges Practice Book, pp 45, 47, 55, 56, 139, 140 Set C4 Geometry: Quadrilaterals, Activities 1–5 and Ind. Worksheets 1–3 Bridges Practice Book, pp 45, 46, 139, 140 **Number Corner** November Calendar Grid	**Informal** Bridges Practice Book, pp 45, 47, 55, 56, 139, 140 **Informal** Bridges Practice Book, pp 45, 46, 139, 140

Common Core Standard	***Mathematical Practices***	***Explanations and Examples***	***Bridges Lessons***	***Assessment***
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 1/4 of the area of the shape.* **CCSS I can statements:** • I can divide shapes into parts with equal areas. • I can express the area of each part as a unit fraction of the whole. ***Recognizes and describes shapes by their attributes and divides a shape into fractional parts***	3.MP.2. Reason abstractly and quantitatively. 3.MP. 4. Model with mathematics. 3.MP.5. Use appropriate tools strategically.	Given a shape, students partition it into equal parts, recognizing that these parts all have the same area. They identify the fractional name of each part and are able to partition a shape into parts with equal areas in several different ways.   	Sessions Unit 3, Sessions 3, 11, 12 Unit 6, Sessions 5–9, 11, 13, 14	**Formal** Bridges, Vol. 3, pp 695–699, 774–779 (Unit 6 Pre- and Post-Assessment

Standards for Mathematical Practice		
Standards		***Explanations and Examples***
Students are expected to:	Mathematical Practices are listed throughout the grade level document in the 2nd column to reflect the need to connect the mathematical practices to mathematical content in instruction.	
3.MP.1. Make sense of problems and persevere in solving them.		In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.
3.MP.2. Reason abstractly and quantitatively.		Third graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities.
3.MP.3. Construct viable arguments and critique the reasoning of others.		In third grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.
3.MP.4. Model with mathematics.		Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Third graders should evaluate their results in the context of the situation and reflect on whether the results make sense.
3.MP.5. Use appropriate tools strategically.		Third graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table, and determine whether they have all the possible rectangles.
3.MP.6. Attend to precision.		As third graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, when figuring out the area of a rectangle they record their answers in square units.
3.MP.7. Look for and make use of structure.		In third grade, students look closely to discover a pattern or structure. For instance, students use properties of operations as strategies to multiply and divide (commutative and distributive properties).
3.MP.8. Look for and express regularity in repeated reasoning.		Students in third grade should notice repetitive actions in computation and look for more shortcut methods. For example, students may use the distributive property as a strategy for using products they know to solve products that they don't know. For example, if students are asked to find the product of 7 x 8, they might decompose 7 into 5 and 2 and then multiply 5 x 8 and 2 x 8 to arrive at 40 + 16 or 56. In addition, third graders continually evaluate their work by asking themselves, "Does this make sense?"

Table 2. Common multiplication and division situations.[7]

	Unknown Product	**Group Size Unknown** (“How many in each group?” Division)	**Number of Groups Unknown** (“How many groups?” Division)
	3 x 6 = ?	**3 x ? = 18, and 18 ÷ 3 = ?**	**? x 6 = 18, and 18 ÷ 6 = ?**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example*. You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example*. You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example*. You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[4] Area[5]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example*. What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example*. A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example*. A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example*. A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example*. A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example*. A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$, and $p \div a = ?$	$? \times b = p$, and $p \div b = ?$

[7]The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.
[4]The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.
[5]Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.