

July 2006

*Diocese of Bridgeport*  
*Curriculum Map*

**Course: Mathematics**

**Grade Level: 3**

Content	Skills	Suggested Assessments*	Connecticut Content Standards
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	<b>Content</b>	<b>Skills</b>	<b>Suggested Assessments*</b>	<b>Connecticut Content Standards</b>
<b>1</b>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>Place value through hundred thousands</li> <li>Standard and expanded notation</li> <li>Rounding of Numbers</li> </ul> <p><b>Addition/subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract whole numbers with and without regrouping</li> <li>Estimate sums and differences</li> <li>Subtract across zero</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Money values</li> <li>Problem solving</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>To nearest minute</li> <li>Half hour, quarter hour, hour</li> <li>Elapsed time</li> </ul> <p><b>Geometry and Measurement</b> <b>Ordinal Numbers/Calendar</b></p> <p><b>Algebra</b></p> <p><b>Problem Solving</b> <b>(same for all 4 marking periods)</b></p>	<ul style="list-style-type: none"> <li>Compare and order numbers</li> <li>Identify patterns</li> <li>Round to nearest 10, 100, 1000</li> <li>Estimate 2, 3, 4 digit numbers</li> </ul> <ul style="list-style-type: none"> <li>Compute using column addition</li> <li>Regroup in addition and subtraction</li> <li>Compute sums and differences through four-digit numbers</li> <li>Skip count</li> <li>Calculate using mental math</li> </ul> <ul style="list-style-type: none"> <li>Identify value of bills and coins</li> <li>Count change</li> <li>Add, subtract money values</li> <li>Estimate to nearest dollar</li> <li>Solve real life problems involving money</li> </ul> <ul style="list-style-type: none"> <li>Tell time with digital and analog clocks</li> <li>Recognize ½ hour, ¼ hour, hour</li> <li>Recognize nearest minute</li> <li>Solve real life problems involving time</li> </ul> <ul style="list-style-type: none"> <li>Identify ordinal positions on a monthly calendar</li> <li>Read a calendar accurately</li> </ul> <ul style="list-style-type: none"> <li>Use &gt;, &lt;, = to compare numbers</li> <li>Find the rule</li> <li>Identify pattern</li> <li>Complete number sentences</li> <li>Solve problems using balance scales</li> </ul> <ul style="list-style-type: none"> <li>Apply a variety of strategies to solve real life problems</li> <li>Recognize key words for solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Use number cards—students arrange themselves to form and order numbers</li> <li>Use individual white board to work problems and display answers</li> </ul> <ul style="list-style-type: none"> <li>Addition and subtraction bingo</li> <li>Arrange place value blocks in the correct order for a given number</li> </ul> <ul style="list-style-type: none"> <li>Make change for each other using coins and bills</li> <li>Analyze weekly ad for toy store—spend given amount estimate then do actual</li> <li>Count money collect for different classroom projects</li> <li>Cut out items from newspaper ad-add them to give change</li> </ul> <ul style="list-style-type: none"> <li>Create schedules to show daily and weekly activities</li> <li>Plan activities using schedules from newspapers</li> <li>Use individual clocks to tell given time</li> </ul> <ul style="list-style-type: none"> <li>Fill in blank calendar—all activities given for the month</li> <li>Call off numbers when lined up—first, second third etc.</li> </ul> <ul style="list-style-type: none"> <li>Work in groups using a fulcrum to balance like amounts</li> <li>Arrange blocks to solve missing number sentence</li> <li>Create a pattern</li> <li>Identify rule for a set of problems</li> </ul> <ul style="list-style-type: none"> <li>Work in pairs or groups to solve problems</li> <li>Use manipulatives to illustrate solutions</li> <li>Draw pictures to find solutions</li> <li>Make up problems to solve and exchange</li> </ul>	<ul style="list-style-type: none"> <li>Numbers can be represented with base ten place value models and written in expanded and re-grouped forms.</li> <li>Strategies that involve place value patterns and algebraic properties, such as commutative and associative <math>(13+7) + 9 = 13 + (7+9)</math> can be used to estimate, add and subtract.</li> </ul> <ul style="list-style-type: none"> <li>Calendars and clocks are used to plan events and coordinate meetings.</li> </ul> <ul style="list-style-type: none"> <li>A number sentence with an equal sign (equation) indicates that both sides of the equal sign represent the same value, and can be modeled with a balance.</li> <li>Patterns that are made with different objects and symbols and that follow the same rule may be classified together.</li> </ul>

	<b>Content</b>	<b>Skills</b>	<b>Suggested Assessments*</b>	<b>Connecticut Content Standards</b>
	<p><b>Numbers</b></p> <p><b>Subtraction</b></p> <ul style="list-style-type: none"> <li>• Patterns, estimating</li> <li>• Subtract across zero</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>• Basic facts 0-12</li> <li>• Multiplication to 2 digits</li> </ul> <p><b>Division</b></p> <ul style="list-style-type: none"> <li>• Basic facts</li> <li>• Concepts and Properties</li> </ul>	<ul style="list-style-type: none"> <li>• Round to estimate differences</li> <li>• Subtract up to four digits with regrouping</li> <li>• Solve problems involving subtraction across zeros</li> <li>• Check subtraction by using addition</li>   <li>• Memorize basic facts 0-12</li> <li>• Identify patterns</li> <li>• Multiple two and three digits by one digit</li> <li>• Solve problems using arrays</li> <li>• Multiply money values</li>   <li>• Memorize basic facts 1-12</li> <li>• Find quotients with remainders</li> <li>• Understand division concepts, properties and terminology</li> <li>• Divide by one digit</li> </ul>	<ul style="list-style-type: none"> <li>• Act out renaming using unifix cubes or other counter</li>   <li>• Reinforce facts through flash cards</li> <li>• Apply multiplication facts with games</li>   <li>• Use real life experience to show multiplication and division</li> <li>• Divide a given amount into equal groups using manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• Estimation strategies can be efficient methods for approximating solutions to problems involving computation.</li>   <li>• Rectangular arrays, number patterns, skip counting and repeated addends can be used to solve multiplication and division problems.</li> </ul>

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	<p><b>Numbers</b> <b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Equal Parts</li> <li>• Naming and writing fractions</li> <li>• Equivalent</li> <li>• Adding and subtracting</li> </ul> <p><b>Probability and Statistics</b> <b>Graphs &amp; Tables</b></p> <ul style="list-style-type: none"> <li>• Line graphs</li> <li>• Bar graphs</li> <li>• Pictographs</li> <li>• Pie chart plotting</li> </ul> <p><b>Probability and Statistics</b></p> <ul style="list-style-type: none"> <li>• Likely, unlikely, predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify equal parts and equivalent fractions</li> <li>• Name, write and draw fractions</li> <li>• Compare and order fractions</li> <li>• Add and subtract fractions</li> <li>• Recognize relationship between fractions and decimals</li> <li>• Add and subtract decimals to hundredths</li> </ul> <ul style="list-style-type: none"> <li>• Create, read and analyze graphs and tables</li> <li>• Organize information in a tally table</li> <li>• Plot, locate and record ordered pairs for grids</li> </ul> <ul style="list-style-type: none"> <li>• Make predictions using probability outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Use grid paper to illustrate equal parts of figures</li> <li>• Use fraction strips to show given fractions and equal fractions</li> <li>• Use whole objects cut into equal parts to explore fractions</li> </ul> <ul style="list-style-type: none"> <li>• Give data- student makes tally marks- then graphs the results</li> <li>• Answer questions using line bar, plot graphs and pie charts</li> <li>• Students will meet in groups to create a poster board using three different kinds of graphs and tables using the same data; Survey groups to obtain the data</li> <li>• Make bar graph of birthdays for the year; number of books read each month</li> </ul> <ul style="list-style-type: none"> <li>• Assess understanding of likelihood of events using spinners, dice, blocks, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• A fraction with the same numerator and denominator represents the whole object or an entire set.</li> <li>• Fractions can be used to measure and can be represented on a ruler or number line.</li> <li>• Models and pictures of fractions can be used to compare fractions, identify equivalent fractions, and estimate, add, and subtract fractions with like and unlike denominators.</li> <li>• Data organized in lists, tables, graphs and line plots may be used to identify a typical element or event.</li> </ul> <ul style="list-style-type: none"> <li>• Probability can be determined by making and testing predictions using samples and simulations.</li> </ul>



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\* Formal and informal assessments for skills may also encompass—1) one-on-one conferencing; 2) class work (self-guided and group; 3) oral performance; 4) teacher-made and textbook quizzes and tests; 5) work sheets; 6) running records; 7) portfolios; and 8) diagnostic tests.