

# Quarter 3 Math

Standard	Notes
3MD-1- Tell and write time to the nearest minute and measure time intervals in minutes (to the nearest 1 minute). Solve word problems involving addition and subtraction of time intervals in minutes (1 minutes intervals), e.g., by representing the problem on a number line diagram.	
3OA-7- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. See table page 4 of this document.	In unit 3 the focus is on the multiplication strategies "build down from 10" ( $\times 9$ ), "build up from 5" ( $\times 6$ ), and "use a known fact" ( $\times 8$ )
3OA-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.
3G-2- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	
3NF-1- Understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ .	
3NF-2- Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $\frac{a}{b}$ 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 $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off $a$ lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.	

# Common Core Third Grade Pacing Guide

**Ying-Ying Zheng**



## **Common Core Third Grade Pacing Guide:**

## Unveiling the Power of Verbal Artistry: An Emotional Sojourn through **Common Core Third Grade Pacing Guide**

In a global inundated with displays and the cacophony of quick connection, the profound energy and psychological resonance of verbal artistry frequently disappear into obscurity, eclipsed by the continuous onslaught of sound and distractions. Yet, set within the musical pages of **Common Core Third Grade Pacing Guide**, a captivating work of literary brilliance that pulses with fresh feelings, lies an remarkable trip waiting to be embarked upon. Penned by way of a virtuoso wordsmith, that enchanting opus guides visitors on a psychological odyssey, gently revealing the latent possible and profound affect stuck within the delicate internet of language. Within the heart-wrenching expanse of this evocative evaluation, we shall embark upon an introspective exploration of the book is main subjects, dissect its captivating publishing fashion, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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