

New Paltz Central School District

Mathematics  
Third Grade

	CONTENT	SKILLS	ASSESSMENTS
<b>705040E00L1004000L</b>	<p><b><u>UNIT 1: Place Value and Numeration</u></b></p> <ul style="list-style-type: none"> <li>• What is place value? -----</li> <li>• Number systems</li> <li>• Number theory</li> <li>• Operations</li> <li>• Comparing and ordering</li> </ul>	<ul style="list-style-type: none"> <li>• Use hundred charts and number lines</li> <li>• Read and write numbers to 1,000</li> <li>• Order numbers greatest to least and least to greatest to 1,000</li> <li>• Use symbols <math>&lt;</math> and <math>&gt;</math></li> <li>• Write numbers from standard to expanded form and from expanded to standard form</li> <li>• Skip count by 25's, 50's, 100's to 1,000</li> <li>• Identify odd and even numbers</li> <li>• Understand the place value structure of the base ten number system</li> <li>• Estimate numbers to 200</li> <li>• Describe and extend numeric patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Place value pre-assessment</li> <li>• Place Value and Numeration unit assessment</li> <li>• Teacher observation</li> <li>• Student discussion</li> <li>• Teacher determined check points</li> </ul>
<b>004000L1Z0&gt;0E00L</b>	<p><b><u>UNIT 2: Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• How do I use what I know about numbers to add and subtract more efficiently? -----</li> <li>• Patterns and relationships</li> <li>• Estimation</li> <li>• Whole number computation/operations</li> <li>• Number systems</li> </ul>	<ul style="list-style-type: none"> <li>• Know basic addition and subtraction facts</li> <li>• Use and explain the commutative property of addition</li> <li>• Understand and use the associative property of addition</li> <li>• Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction</li> <li>• Develop and use strategies for combining and comparing numbers</li> <li>• Know and use strategies to verify answers</li> <li>• Use a variety of strategies to add and subtract 3-digit numbers</li> <li>• Know which operation and computational method to use in problem solving situations</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and subtraction unit assessment</li> <li>• Teacher observation</li> <li>• Student discussion</li> <li>• Teacher determined checkpoints</li> </ul>

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<p>מדידת זמן ומטבעות</p>	<p><b>UNIT 3: Time and Money</b></p> <ul style="list-style-type: none"> <li>• How do we measure time?</li> <li>• What is the relationship between money and decimals? -----</li> <li>• Reading an analog clock</li> <li>• Problem solving</li> <li>• Coins and their values</li> <li>• Estimation</li> <li>• Units</li> </ul>	<ul style="list-style-type: none"> <li>• Count and represent combined coins and dollars, using currency symbols (\$0.00)</li> <li>• Solve word problems</li> <li>• Tell time to the minute, using digital and analog clocks</li> </ul>	<ul style="list-style-type: none"> <li>• Time and Money unit assessment</li> <li>• Teacher observation</li> <li>• Student discussion</li> <li>• Teacher determined check points</li> </ul>
<p>מכפלה ופחיתות</p>	<p><b>UNIT 4: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• What is multiplication?</li> <li>• What is division?</li> <li>• How do I use what I know about numbers to multiply and divide more efficiently? -----</li> <li>• Whole number computations/operations</li> <li>• Estimation</li> <li>• Understand the meanings of multiplication and division</li> <li>• Special roles of 1 and 0 in relation to multiplication</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fluency with multiplication facts through 12 x 12</li> <li>• Develop fluency with division facts through the 9's</li> <li>• Identify patterns and multiples on a 100 chart</li> <li>• Multiply using arrays</li> <li>• Use the commutative property of multiplication</li> <li>• Know which operation and computational method to use in problem solving situations</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division unit assessment</li> <li>• Teacher observation</li> <li>• Timed multiplication grid</li> <li>• Student discussion</li> <li>• Teacher determined check points</li> </ul>

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מדידת אורכים	<p><b>UNIT 5: Measurement/Data</b></p> <ul style="list-style-type: none"> <li>Why do we need a standard unit of measurement?</li> <li>How does estimation help me when I measure?</li> <li>How can graphs help me understand and compare data? -----</li> <li>Units of measurement</li> <li>Organization and display of data</li> </ul>	<ul style="list-style-type: none"> <li>Select tools and units appropriate for the length measured</li> <li>Select and measure in standard and nonstandard units</li> <li>Compare capacities</li> <li>Measure capacity using cups, pints, quarts, and gallons</li> <li>Describe, construct, and analyze data</li> </ul>	<ul style="list-style-type: none"> <li>Measurement/Data unit assessment</li> <li>Teacher observation</li> <li>Student discussion</li> <li>Teacher determined check points</li> </ul>
מדידת כמות	<p><b>UNIT 6: Fractions</b></p> <ul style="list-style-type: none"> <li>What is a fraction?</li> <li>How are fractions related to money, time, and division? -----</li> <li>Number systems</li> <li>Units</li> <li>Parts of a set</li> </ul>	<ul style="list-style-type: none"> <li>Understand fractions as both equal parts of a whole and equal parts of a set</li> <li>Identify fractions (<math>1/2</math>, <math>1/3</math>, <math>1/4</math>, <math>1/5</math>, <math>1/6</math>, <math>1/10</math>)</li> <li>Relate unit fractions to the face of the clock</li> <li>Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction</li> </ul>	<ul style="list-style-type: none"> <li>Fractions unit assessment</li> <li>Teacher observation</li> <li>Student discussion</li> <li>Teacher determined check points</li> </ul>
מדידת שטחים	<p><b>UNIT 7: 2-D and 3-D Geometry</b></p> <ul style="list-style-type: none"> <li>What is a 2-D shape?</li> <li>What is a 3-D shape? -----</li> <li>Patterns and relationships</li> <li>Polygons</li> <li>Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Identify properties of 2-D shapes</li> <li>Describe and extend geometric patterns</li> <li>Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone</li> <li>Identify the faces on a three-dimensional shape as two-dimensional shapes</li> <li>Identify and construct lines of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>2-D/3-D Geometry unit assessment</li> <li>Teacher observation</li> <li>Student discussion</li> <li>Teacher determined checkpoints</li> </ul>

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<b>A</b> <b>p</b> <b>p</b> <b>l</b> <b>i</b> <b>y</b>	<p><b>UNIT 8: Data Collection and Application</b></p> <ul style="list-style-type: none"> <li>• What is an organized method of collecting data? -----</li> <li>• Collecting data</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate questions about themselves and their surroundings</li> <li>• Collect data using observation and surveys</li> <li>• Record data appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Data Collection and Application unit assessment</li> <li>• Teacher observation</li> <li>• Student discussion</li> <li>• Teacher determined checkpoints</li> </ul>
<b>M</b> <b>a</b> <b>y</b>	<p><b>Unit 9: Advanced Fractions</b></p> <ul style="list-style-type: none"> <li>• How do we compare whole numbers and unit fractions?</li> <li>• What is an equivalent fraction? -----</li> <li>• Number sense</li> <li>• Equations and inequalities</li> </ul>	<ul style="list-style-type: none"> <li>• Explore equivalent fractions</li> <li>• Compare and order unit fractions</li> <li>• Find the location of fractions on a number line</li> <li>• Use the symbols <math>&lt;</math>, <math>&gt;</math>, to compare whole numbers and unit fractions (<math>1/2</math>, <math>1/3</math>, <math>1/4</math>, <math>1/5</math>, <math>1/6</math>, <math>1/10</math>)</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Fractions unit assessment</li> <li>• Teacher observation</li> <li>• Student discussion</li> <li>• Teacher determined checkpoints</li> </ul>
<b>G</b> <b>e</b> <b>o</b> <b>m</b> <b>e</b> <b>t</b> <b>r</b> <b>y</b>	<p><b>UNIT 10: Advanced Geometry</b></p> <ul style="list-style-type: none"> <li>• What are congruent figures?</li> <li>• What are similar figures? -----</li> <li>• Shapes</li> <li>• Congruency</li> </ul>	<ul style="list-style-type: none"> <li>• Identify congruent and similar figures</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Geometry unit assessment</li> <li>• Teacher observation</li> <li>• Student discussion</li> <li>• Teacher determined checkpoints</li> </ul>