

# WAPPINGERS

Central School District

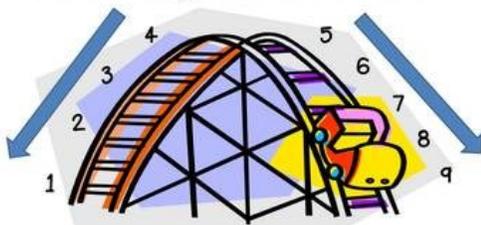
*The mission of the WCSD is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.*

## 3rd Grade Math Curriculum

### Unit 1: Back to Basics

- counting
- place value
- comparing/ordering numbers
- rounding to estimate

#### Rounding Rollercoaster



- 4 or less- STAY THE SAME
- 5 or more- GO HIGHER

### Unit 2: More or Less (Addition & Subtraction)

- addition without regrouping
- addition with regrouping
- subtraction without regrouping
- subtraction with regrouping
- subtraction with zeros
- real-world problems (word problems)
- mental addition
- mental subtraction

### Unit 3: Multiplication & Division (2,5,10,3 & 4)

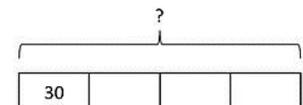
- equal groups
- repeated addition
- multiplication sentences
- multiplication stories
- arrays/pictures
- division as sharing
- repeated subtraction
- real-world problems
- skip counting
- multiplying by 2, 5, 10, 3 & 4
- using known facts to solve unknown
- fact families
- multiplication/division sentences
- using bar models

### Unit 4: Multiplication & Division (0,1,6,7,8,& 9)

- number lines to multiply
- commutative property
- associative property
- property of zero
- property of one
- distributive property
- using arrays to multiply
- using area models to multiply

### Unit 4: Continued

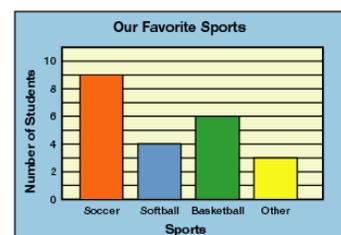
- use known facts to solve unknown
- number of items in a group
- equal groups
- bar models for 1-step word problems
- between repeated addition and multiplication
- distributive property to multiply
- bar models for 2-step word problems
- using a letter to represent unknown



$$30 \times 4 = 120$$

### Unit 5: Ready, Set, Graph

- types of graphs (pictographs, bar graphs, line plots)
- making graphs
- interpreting data



## 3rd Grade Math Curriculum

### Unit 6: Fun with Fractions

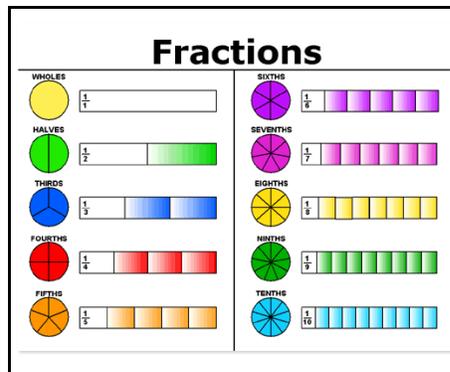
- read, write, identify fractions with denominators 2, 3, and 4\*
- read, write, identify fractions with denominators 5, 6, 7, 8, 9, 10, 11, 12
- models to identify equivalent fractions
- number lines to identify equivalent fractions
- multiply/divide to find equivalent fractions
- find and write simplest form
- show fractions as points on a number line
- compare and order fractions
- compare order fractions using benchmark fractions
- read, write, identify fractions of a set
- express whole numbers as fractions
- recognize fractions that are equal to whole numbers

### Unit 7: Measure Up

- measuring length in inches to the nearest inch, half inch, quarter inch
- measure and record data to create a line plot
- time to the minute

### Unit 7: Continued

- reading a digital clock
- elapsed time
- using a number line to represent elapsed time
- area
- square units to measure area
- area of irregular/regular figures
- estimating area
- mass (kilograms/grams)
- volume (milliliters/liters)
- estimating mass and volume
- perimeter



### Unit 8: Navigating Numbers

- 2-step word problems using the four operations
- solve real-world mathematical problems using a variety of strategies
- practice solving problems and expressing mathematical reasoning in writing

### Unit 9: Shaping Up

- angles in plane shapes and real-world objects
- comparing sides and angles of plane shapes
- perpendicular lines
- parallel lines
- open and closed figures
- Polygons & special polygons (including triangles and quadrilaterals)
- classify shapes by number of sides, vertices, and angles
- identify sides, flips, and turns
- slide, flip, and turn shapes to make congruent shapes
- identify symmetric figures
- fold to find a line of symmetry

### Unit 10: More Multiplication & Division

- multiply ones, tens, and hundreds mentally
- multiply ones, tens, and hundreds without regrouping
- multiply ones, tens, and hundreds with regrouping
- relate multiplication facts to divide
- use patterns to divide multiples of 10 and 100

### Math Websites for Students

---

<https://www-k6.thinkcentral.com/ePC/start.do>  
[www.gregtangmath.com](http://www.gregtangmath.com)  
<http://www.mathplayground.com/>  
<http://www.funbrain.com/>  
<http://www.aaaknow.com>  
<http://www.dositey.com>  
<http://www.amathsdictionaryforkids.com>  
<http://bedtimemath.org/category/daily-math/>  
<http://pbskids.org/games/>  
<http://www.starfall.com/>  
[www.mathstories.com](http://www.mathstories.com)  
[www.multiplication.com](http://www.multiplication.com)  
<http://www.coolmath4kids.com/>  
<http://www.ixl.com/>



### Math Websites for Parents

---

<http://wappingersschools.org/Page/13417>  
[http://issuu.com/cgcs1956/docs/math\\_grade\\_2/3](http://issuu.com/cgcs1956/docs/math_grade_2/3)  
<https://www.illustrativemathematics.org/>

### Articles for Parents

---

[http://www.nytimes.com/2014/07/27/magazine/why-do-americans-stink-at-math.html?\\_r=0](http://www.nytimes.com/2014/07/27/magazine/why-do-americans-stink-at-math.html?_r=0)  
<http://www.pbs.org/parents/education/math/math-tips-for-parents/instill-a-love-of-math/>  
<http://www.scholastic.com/parents/resources/article/thinking-skills-learning-styles/your-childs-mathematical-mind>  
<http://www.wsj.com/articles/SB10000872396390444914904577615690632669590>

**"The journey is the reward."**

**-- Chinese Proverb**