Math Essential Elements – 3rd Grade Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Activities/Formative/Summative Assessments
1 st Quarter	I can count by tens to understand the place value for numbers (0-30).	EE.3.NBT.1- Use decade numbers (10, 20, 30) as benchmarks to demonstrate understanding of place value for numbers 0-30.	-Give students objects to bundle into 10s. Give cards counting by 10s so students can count out the bundles.
	I can show the value of each digit. I can group objects by ten for the tens place and place individual objects for the ones place.	EE.3.NBT.2- Demonstrate understanding of place value to tens.	-Count out objects in a bundle of ten and leave remaining in the ones column. Write the number it makes up or match the number. Students can sort it using a tens/ones chart. (Food items can make this fun; pretzel sticks for ten rods; marshmallows, chocolate chips, or cheerios for ones).
	I can count objects up to 30. I can count by tens up to 40.	EE.3.NBT.3- Count by tens using models such as objects, base ten blocks, or money.	-Count out objects to 30; use a number line to place objects or fill up a 100's chart to 30.
	I can show that a circle, square, or rectangle can be divided into two or more parts. I can match the fraction to a shape that is divided into halves, thirds, and fourths.	EE.3.NF.1-3- Differentiate a fractional part from a whole.	 -Let students divide shapes to see how shapes can be divided evenly and unevenly. -Give students shapes that have been cut into halves, thirds, or fourths to match to the whole shape. -Give students the fractions to match to the correctly divided shape.
	I can use repeated addition equations, manipulatives or a number line to solve an addition problem.	EE.3.OA.1-2- Use repeated addition to find the total number of objects and determine the sum.	-Teach students the repeated addition method. Show how to solve with manipulatives, provide a number line on the desk or table, and use touch math strategies to solve the equation.
	 I can solve addition and subtraction problems within 20. I can solve addition and subtraction problems when there is a missing number. I can use addition or subtraction strategies to solve word problems. 	EE.3.OA.4- Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.EE.3.OA.8- Solve one-step real-world problems using addition or subtraction within 20.	 -Let students explore different strategies to solve addition and subtraction problems within 20 to build fluency. -Model together how to solve problems with missing numbers. -Let students choose what strategy works best for them; drawing pictures, using stickers, manipulatives, skip counting, number line, hundreds chart, touch math, etc.



	I can identify patterns.	EE.3.OA.9- Identify arithmetic patterns.	-Give students different items to create and identify patterns, make repeating patterns and discuss how the days repeat each month on the calendar.
	I can use a picture or bar graph to answer questions.	EE.3.MD.3- Use a picture or bar graph data to answer questions about data.	-Make a bar graph and picture graph with students so they can use bigger models to answer questions about data. On the picture graph make sure students understand the key of how many the picture represents.
luarter	I can measure the length of objects with a ruler, yardstick or meter stick.	EE.3.MD.4- Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.	-Have a measuring hunt in the classroom to measure objects with different tools. Work with students choosing the right tool for the object they are measuring.
	I can describe the attributes of two-dimensional shapes.	EE.3.G.1- Describe attributes of two-dimensional shapes.	-Give students attribute words they can use to describe 2-D shapes.
	I can use models to show that shapes can be divided into equal parts.	EE.3.G.2- Recognize that shapes can be partitioned into equal areas.	-Use shape manipulatives or models for students to show how shapes can be divided into equal parts.
2 nd (I can tell time to the hour using a digital clock.	EE.3.MD.1- Tell time to the hour on a digital clock.	-Let students have access to a digital clock to work on telling time. Students can also match time to the hour to the digital clock if they are non-verbal.
	I can solve a one-step word problem involving mass and volume and select the right measuring tool.	EE.3.MD.2- Identify the appropriate measurement tool to solve one-step word problems involving mass and volume.	-Give students access to the measurement tool they need to solve a problem involving mass and volume. These tools could be accessed on the computer if you do not have access to them at school. Also provide students with the formulas to solve these problems.
			*Online website with some virtual math tools https://www.didax.com/math/virtual-manipulatives.html



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3rd Qu	I can use repeated addition equations, manipulatives or a number line to solve an addition problem. I can solve addition and subtraction problems within 20. I can solve addition and subtraction problems when there is a missing number. I can use addition or subtraction strategies to solve word problems.	 EE.3.OA.1-2- Use repeated addition to find the total number of objects and determine the sum. EE.3.OA.4- Solve addition and subtraction problems when result is unknown, limited to operands and results within 20. EE.3.OA.8- Solve one-step real-world problems using addition or subtraction within 20. 	 Teach students the repeated addition method. Show how to solve with manipulatives, provide a number line on the desk or table, and use touch math strategies to solve the equation. Let students explore different strategies to solve addition and subtraction problems within 20 to build fluency. Model together how to solve problems with missing numbers. Let students choose what strategy works best for them; drawing pictures, using stickers, manipulatives, skip counting, number line, hundreds chart, touch math, etc.
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Embedded Throughout the Year:

-Continue to work on counting and number recognition up to 100 depending on the level of your students. -Use the calendar and songs to reinforce days of the week, months of the year, today, yesterday, and tomorrow.

-Use the classroom schedule to discuss what happens before, next, and after to allow students to use that verbiage.

-Use songs and books to help with addition and subtraction strategies.

