

3rd Grade Math Distant Learning Plans

Day	Workbook Pages	Standard
1	4-8	3.MD.C.7a – Find the area of a rectangle with whole-number side lengths by tiling it, and showing that the area is the same as would be found by multiplying side lengths.
2	9-13	3.MD.C.7a – Find the area of a rectangle with whole-number side lengths by tiling it, and showing that the area is the same as would be found by multiplying side lengths.
3	14-20	3.OA.A.4 – Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
4	21-25	3.NBT.A.3 – Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
5	26-32	3.OA.A.1 – Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
6	33-39	3.OA.A.2 – Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.
7	40-44	3.NBT.A.1 – Use place value understanding to round whole numbers to the nearest 10 or 100.
8	45-51	3.NBT.A.2 – Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
9	52-57	3.MD.A.1 – Understand time to the nearest minute.
10	58-62	3.MD.A.2 – Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.
11	63-67	3.G.A.2 – Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
12	68-69	3.NF.A.1 – Understand a fraction $1/b$, with denominators 2, 3, 4, 6, and 8, as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
13	70-75	3.NF.A.2 – Understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.
14	76-80	3.NF.A.3b – Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
15	81-84	3.NF.A.3c – Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
Additional Practice Pages	85-133	3.NF.A.3d – Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$ and justify the conclusions e.g., by using a visual fraction model. 3.MD.B.3 – Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

		<p>3.MD.B.4 – Generate measurement data by measuring lengths using rulers marked with halves or fourths of an inch. Show the data by making a line plot, where the horizontal line is marked off in appropriate units, whole numbers, halves, or quarters. 3.MD.C.7b – Multiply side lengths to find the areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular area in mathematical reasoning.</p> <p>3.MD.C.7c – Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>3.MD.D.8 – Solve real world mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>3.G.A.1 – Understand that shapes in different categories may share attributes. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
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