Common Core Math Curriculum Map

JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH　　　　　　　　　　　　　　　　　　**2012 - 2013**

Module 1 - Math　　　Start: 8/20/2012　Teaching Days: 36	**Test: 10/10/2012**	End: 10/10/2012
Common Core Standard		Materials / References
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
3.NBT.1 *	Use place value understanding to round whole numbers to the nearest 10 or 100.	
	(A). Round to nearest 10	
	(B). Round to nearest 100	
3.NBT.2 *	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
	(A). Add	
	(B). Subtract	
3.NBT.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. (A range of algorithms may be used)	
Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
3.OA.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.	
	(A). Addition & Subtraction	
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. {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 (Order of Operations).}	
Represent and solve problems involving multiplication and division.		
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	

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Common Core Math Curriculum Map

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JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH   **2012 - 2013**

Module 1 - Math Start: 8/20/2012 Teaching Days: 36	**Test: 10/10/2012**	End: 10/10/2012

Common Core Standard	Materials / References
Represent and solve problems involving multiplication and division.	
3.OA.3 * Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
(A). "Equal Groups: Unknown Product Discrete Ex. There are 3 bags with 6 plums in each bag. How many plums are there in all? 3 x 6 = 18	
(D). "Arrays/Area: Unknown Product Array Ex. There are 3 rows of apples with 6 apples in each row. How many apples are there? 3 x 6 = ? Area Ex. What is the area of a 3cm by 6 cm rectangle? 3 cm x 6 cm = ?"	Stickers to model arrays
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	
3.MD.7 * Relate area to the operations of multiplication and addition.	
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Geoboards
Understand properties of multiplication and the relationship between multiplication and division.	
3.OA.5 * Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	
(A). Commutative Property of Multiplication	Commutative Cookie
(C). Distributive Property	Cyberchase
Multiply and divide within 100.	
3.OA.7 * Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	
(A). Multiply	Multiplication.com
10 testable standards	End of Module 1

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Common Core Math Curriculum Map

JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH　　　　　　　　　　　　　　　　　　**2012 - 2013**

Module 2 - Math　　　Start: 10/10/2012　Teaching Days: 27　　　**Test: 11/15/2012**　　　　　　　　　　　End: 11/15/2012		
Common Core Standard		Materials / References
Represent and solve problems involving multiplication and division.		
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	Mathscore.com; Sharing Marbles Equally
3.OA.3 *	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
	(B). "Equal Groups: Group Size Unknown Discrete Ex. If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? 3 x ? = 18, 18 ÷ 3 = ?	Equal Rows
	(C). "Equal Groups: Number of Groups Unknown Discrete Ex. If 18 plums are to be packed 6 to a bag, then how many bags are needed?　　? × 6 = 18, and 18 ÷ 6 = ?	Sharing or Grouping?
	(E). "Arrays/Area: Group Size Unknown Array Ex. If 18 apples are arranged in 3 equal rows, how many apples will be in each row?　　3 x ? = 18,　18 ÷ 3 = ? Area Ex. A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it? 　　　　　3 cm x ? = 18 sq. cm, 18 sq. cm ÷ 3 cm = ? "	Number Story Arrays
	(F). "Arrays/Area: Number of Groups Unknown Array Ex. If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? ? X 6 = 18, 18 ÷ 6 = ? Area Ex. A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it? 　　　　　? x 6 cm = 18 sq. cm, 18 sq. cm ÷ 6 cm = ?"	Number Story Arrays
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.	Missing #s

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Common Core Math Curriculum Map

THE LEARNING INSTITUTE

JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH　　　　　　　　　　　　　　　　　　　**2012 - 2013**

Module 2 - Math	Start: 10/10/2012	Teaching Days: 27	**Test: 11/15/2012**	End: 11/15/2012

Common Core Standard			Materials / References	
Understand properties of multiplication and the relationship between multiplication and division.				
3.OA.5 *	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)			
	(C). Distributive Property		Split a Factor	
3.OA.6	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.		Division as Unknown Factor	
Multiply and divide within 100.				
3.OA.7 *	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.			
	(B). Divide		Division Riddles	
Solve problems involving the four operations, and identify and explain patterns in arithmetic.				
3.OA.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.			
	(B). All Four Operations		Two Step Problems - Set 2	
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. {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 (Order of Operations).}			Use number patterns to describe multiples; Increasing/Decreasing # patterns
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.				
3.MD.1 *	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.			
	(A). Tell and write time		Strip the Clock (orwego.org)	
	(B). Solve word problems		Elapsed Time Math Track	
10 testable standards			End of Module 2	

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JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH   **2012 - 2013**

Module 3 - Math Start: 11/15/2012 Teaching Days: 22	**Test: 12/19/2012**	End: 12/19/2012
Common Core Standard		**Materials / References**

Understand properties of multiplication and the relationship between multiplication and division.

3.OA.5 *	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	
	(B). Associative Property of Multiplication	YouTube Video: khanacademy.org

Multiply and divide within 100.

3.OA.7 *	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	
	(A). Multiply	Time Table - Illuminations; I have, Who has
	(B). Divide	oswego.org

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3.OA.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.	
	(B). All Four Operations	Primary Resources: Word and Real Life Problems

Represent and solve problems involving multiplication and division.

3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.	AAA Math - Inverse relationship

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.2 *	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 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.	
	(A). Measure and estimate liquid volumes	Foss Kit
	(B). Solve Word problems involving liquid volumes	Volume and Mass Word Problems
	(C). Measure and estimate mass	Foss Kit
	(D). Solve word problems involving mass	Volume and Mass Word Problems

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Common Core Math Curriculum Map

THE LEARNING INSTITUTE

JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH   **2012 - 2013**

Module 3 - Math   Start: 11/15/2012   Teaching Days: 22   **Test: 12/19/2012**   End: 12/19/2012

Common Core Standard	Materials / References
Reason with shapes and their attributes	
3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	2 shape sort; Geoboards; Comparing Quadrilaterals

10 testable standards	End of Module 3

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Common Core Math Curriculum Map

JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH

2012 - 2013

Module 4 - Math Start: 12/19/2012 Teaching Days: 27 **Test: 2/13/2013**	End: 2/13/2013
Common Core Standard	Materials / References
Reason with shapes and their attributes	
3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Manipulatives Shapes
3.G.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 1/4 of the area of the shape.	Congruent 4ths; Manipulatives Shapes
Develop understanding of fractions as numbers.	
3.NF.1 *	Understand a fraction 1/b as the quantity formed by 1 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.	
	(A). Fractions of a whole.	Cuisenaire Fractions
	(B). Fractions of collections of objects. [Prerequisite for 4th grade. Not tested in 3rd grade.]	
3.NF.2 *	Understand a fraction as a number on the number line; represent fractions on a number line diagram. (Limited to fractions with denominators 2, 3, 4, 6, and 8.)	
	a. Represent a fraction 1/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 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	Fraction Number Lines
	b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Fraction Number Lines
3.NF.3 *	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Limited to fractions with denominators 2, 3, 4, 6, and 8.)	
	a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Number Line Fractions
	b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Creating Equivalent Fractions

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matochikt@jcdragons.k12.ar.us

Common Core Math Curriculum Map

JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH

2012 - 2013

Module 4 - Math	Start: 12/19/2012	Teaching Days: 27	**Test: 2/13/2013**	End: 2/13/2013

Common Core Standard		Materials / References
Develop understanding of fractions as numbers.		
	c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	Fraction Pieces
	d. 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.	Who Ate More
Represent and interpret data		
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	Data Grapher - Illuminations (illuminations.nctm.org)
9 testable standards		End of Module 4

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matochikt@jcdragons.k12.ar.us

Common Core Math Curriculum Map

JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH

2012 - 2013

Module 5 - Math	Start: 2/13/2013	Teaching Days: 27	Test: 4/2/2013	End: 4/2/2013

Common Core Standard		Materials / References
Represent and interpret data		
3.MD.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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	
	(A). Picture graphs	Promethean Planet Graphs
	(B). Bar graphs	Button Bar Graph
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	Measuring Strips Line Plot
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	
	a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Explore area
	b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Geoboards
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Rectangles with color tiles
3.MD.7 *	Relate area to the operations of multiplication and addition.	
	a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Rectangular area cards
	b. Multiply side lengths to find 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 areas in mathematical reasoning.	Area word problems
	c. 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 × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	Design a flower bed
	d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	Area of flowers

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matochikt@jcdragons.k12.ar.us

Common Core Math Curriculum Map

JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH　　　　　　　　　　　　　　　　　　　　　　**2012 - 2013**

Module 5 - Math　　Start: 2/13/2013　Teaching Days: 27	Test: 4/2/2013	End: 4/2/2013
Common Core Standard		**Materials / References**
Understand properties of multiplication and the relationship between multiplication and division.		
3.OA.5 *	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	
	(C). Distributive Property	Small Array/Big Array
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
3.MD.8 *	Solve real world and 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.	
	(A). Find perimeter	Measuring perimeter
	(B). Find unknown side length	Perimeter/area word problems
	(C). Compare area and perimeter	Perimeter/area stays the same
12 testable standards		End of Module 5

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Common Core Math Curriculum Map

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JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH   **2012 - 2013**

Module 6 - Math   Start: 4/2/2013   Teaching Days: 31   **Test: 5/15/2013**   End: 5/15/2013

Common Core Standard	Materials / References
Represent and solve problems involving multiplication and division.	
3.OA.3 * Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
(A). "Equal Groups: Unknown Product Discrete Ex. There are 3 bags with 6 plums in each bag. How many plums are there in all? 3 x 6 = 18	You Tube: Zoo Multiplication
(D). "Arrays/Area: Unknown Product Array Ex. There are 3 rows of apples with 6 apples in each row. How many apples are there? 3 x 6 = ? Area Ex. What is the area of a 3cm by 6 cm rectangle? 3 cm x 6 cm = ?"	Crickweb
Multiply and divide within 100.	
3.OA.7 * Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	
(A). Multiply	Multiplication.com
(B). Divide	oswego.org
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
3.OA.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.	
(B). All Four Operations	
Reason with shapes and their attributes	
3.G.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 1/4 of the area of the shape.	Halves and quarters of shapes
Develop understanding of fractions as numbers.	
3.NF.1 * Understand a fraction 1/b as the quantity formed by 1 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.	
(A). Fractions of a whole.	Fractions of shapes

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Common Core Math Curriculum Map

JUNCTION CITY SCHOOL DISTRICT - GRADE 3 MATH **2012 - 2013**

Module 6 - Math Start: 4/2/2013 Teaching Days: 31 **Test: 5/15/2013**	End: 5/15/2013
Common Core Standard	Materials / References
Develop understanding of fractions as numbers.	
(B). Fractions of collections of objects. [Prerequisite for 4th grade. Not tested in 3rd grade.]	Fractions of sets (worksheet)
3.NF.2 * Understand a fraction as a number on the number line; represent fractions on a number line diagram. (Limited to fractions with denominators 2, 3, 4, 6, and 8.)	
a. Represent a fraction 1/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 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	Fractions on number lines; number line assessment
b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Fraction Strips
3.NF.3 * Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Limited to fractions with denominators 2, 3, 4, 6, and 8.)	
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Equivalent Fractions Flash Cards
b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Equivalent Fractions Flash Cards
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	Equivalent Fractions Flash Cards
d. 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.	Equivalent Fractions Flash Cards
12 testable standards	End of Module 6

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