

Hanover Schools
Mathematics Curriculum Quick Reference Guide
Grade 3

(Note: This quick reference guide only lists mastery skills. Additionally, teachers should address developing skills as outlined in the Hanover Schools Mathematics Curriculum Document.)

TERM I:

___ 3.N.1 - *Exhibit an understanding of the values of the digits in the base ten number system by reading, modeling, writing, comparing, and ordering whole numbers through 9,999.*

___ 3.N.2 - *Represent, order, and compare numbers through 9,999. Represent numbers using expanded notation.*

___ 3.N.7 - *Use the commutative and identity properties of addition on whole numbers in computations and problem situations.*

___ 3.N.10 - *Add and subtract, using regrouping, up to four-digit numbers.*

___ 3.N.11 - *Round whole numbers through 1,000 to the nearest 10 and 100.*

___ 3.G.1 - *Emphasize the word angle as the name for corner.*

___ 3.G.2 - *Describe, model, draw, compare, and classify two-dimensional shapes, e.g., circles, triangles, and quadrilaterals. Identify and describe simple three-dimensional shapes, e.g., cubes, spheres, and pyramids.*

___ 3.G.3 - *Identify angles as right angles, less than a right angle, and greater than a right angle.*

___ 3.P.3 - *Determine the value of a variable (through 10) in simple equations involving addition subtraction.*

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TERM II:

- ___ 3.N.1 - Recognize multiples of numbers through 10.
- ___ 3.N.3 - Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of groups. Model and represent a mixed number (with denominator 2, 3, or 4) as a whole number and a fraction, e.g., $1\frac{2}{3}$, $3\frac{1}{2}$.
- ___ 3.N.5 - Recognize multiples of numbers through 10.
- ___ 3.N.6 - Model multiplication and division using the area of a rectangle.
- ___ 3.N.8 - Select and use appropriate operations (addition, subtraction) to solve problems, including those involving money.
- ___ 3.N.10 - Add and subtract (up to four-digit numbers) accurately and efficiently.
- ___ 3.N.11 - Round whole numbers through 1,000 to the nearest 10, 100, and 1,000.
- ___ 3.N.12 - Estimate answers with money to \$1, \$10, \$100.
- ___ 3.G.6 - Identify and draw lines of symmetry in two-dimensional shapes.
- ___ 3.P.1 - Create, describe, extend, and explain symbolic (geometric) patterns and addition and subtraction patterns, e.g., 2, 6, 10, ...; and 50, 45, 40, ...
- ___ 3.G.4 - Identify and draw parallel lines and perpendicular lines.
- ___ 3.M.3 - Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time, using a clock for times less than one hour (e.g., minutes since), and using a calendar (e.g., days since).
- ___ 3.M.2 - Convert money - cents to dollars and vice versa.

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TERM III:

___ 3.N.6 - Select, use, and explain various meanings and models of multiplication (through 10×10). Relate multiplication problems to corresponding division problems, e.g., draw a model to represent 5×6 and $30 \div 6$.

___ 3.N.10 - Multiply two-digit by one-digit numbers using regrouping as needed.

___ 3.P.3 - Determine the value of a variable in a number sentence involving addition and subtraction.

___ 3.N.9 - Know multiplication facts through 10×10 and related division facts, e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., 3×5 is related to 3×50 .

___ 3.N.13 - Use concrete objects and visual models to add and subtract (only when the answer is greater than or equal to zero) common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.

___ 3.M.2 - Convert time (minutes, hours, days, weeks, months, years, etc.).

___ 3.D.3 - Construct appropriate graph (pictograph, bar graph) and interpret keys of various graphs (e.g. pictograph, bar graph).

___ 3.D.4 - Count possible combinations of 2 sets (e.g. 2 sweaters and 3 skirts = 6 different outfits).

___ 3.P.2 - Determine which symbol ($<$, $>$, or $=$) is appropriate for a given number sentence, e.g., $7 \times 8 ? 49 + 6$.

___ 3.P.4 - Write number sentences using $+$, $-$, \times , \div , $<$, $=$, and/or $>$ to represent mathematical relationships in everyday situations.

___ 3.D.2 - Match representations of a data set in the forms of tables, line plots, pictographs, tallies, or bar graphs with the actual data set..