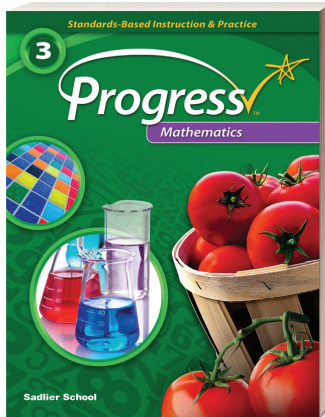


SADLIER

Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the

Mathematics Florida Standards (MAFS)

Grade 3

Contents

| | |
|-----------------------------------|---|
| Operations and Algebraic Thinking | 2 |
| Number and Operations in Base Ten | 4 |
| Number and Operations—Fractions | 5 |
| Measurement and Data | 6 |
| Geometry | 9 |

Domain: Operations and Algebraic Thinking

STANDARDS

SADLIER PROGRESS MATHEMATICS, GRADE 3

Cluster 1: Represent and solve problems involving multiplication and division. (MAJOR CLUSTER)

MAFS.3.OA.1.1 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 .*
Cognitive Complexity: Level 1: Recall

Lesson 1 **Interpret Products of Whole Numbers**—pp. 10–17

MAFS.3.OA.1.2 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 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 $56 \div 8$.*
Cognitive Complexity: Level 1: Recall

Lesson 2 **Interpret Quotients of Whole Numbers**—pp. 18–26

MAFS.3.OA.1.3 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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Lesson 3 **Problem Solving: Multiplication/Division and Equal Groups**—pp. 26–33

Lesson 4 **Problem Solving: Multiplication/Division and Arrays**—pp. 34–41

Lesson 32 **Problem Solving: Measurement**—pp. 288–295

MAFS.3.OA.1.4 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 $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.*
Cognitive Complexity: Level 1: Recall

Lesson 5 **Find Unknown Numbers in Multiplication and Division Equations**—pp. 42–49

Cluster 2: Understand properties of multiplication and the relationship between multiplication and division. (MAJOR CLUSTER)

MAFS.3.OA.2.5 Apply properties of operations as strategies to multiply and divide.
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Lesson 6 **Apply Commutative and Associative Properties to Multiply**—pp. 50–57

Domain: Operations and Algebraic Thinking

STANDARDS

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Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

MAFS.3.OA.2.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

Cluster 3: Multiply and divide within 100. (MAJOR CLUSTER)

MAFS.3.OA.3.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Cognitive Complexity: Level 1: Recall

Cluster 4: Solve problems involving the four operations, and identify and explain patterns in arithmetic. (MAJOR CLUSTER)

MAFS.3.OA.4.8 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.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

MAFS.3.OA.4.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them

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SADLIER PROGRESS MATHEMATICS, GRADE 3

Lesson 7 Apply the Distributive Property to Multiply—pp. 58–65

Lesson 8 Divide by Finding an Unknown Factor—pp. 66–73

Lesson 9 Multiply and Divide Fluently within 100—pp. 80–87

Lesson 10 Problem Solving: Two-Step Problems—pp. 88–95

Lesson 11 Problem Solving: Use Equations—pp. 96–103

Lesson 12 Identify and Explain Arithmetic Patterns—pp. 104–111

Domain: Operations and Algebraic Thinking

STANDARDS

– continued from previous page –

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.

Cognitive Complexity: Level 3: Strategic thinking & Complex Reasoning

SADLIER PROGRESS MATHEMATICS, GRADE 3

Domain: Number and Operations in Base Ten

STANDARDS

Cluster 1: Use place value understanding and properties of operations to perform multi-digit arithmetic.

(ADDITIONAL CLUSTER)

MAFS.3.NBT.1.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

Cognitive Complexity: Level 1: Recall

MAFS.3.NBT.1.2 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.

Cognitive Complexity: Level 1: Recall

MAFS.3.NBT.1.3 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.

Cognitive Complexity: Level 1: Recall

SADLIER PROGRESS MATHEMATICS, GRADE 3

Lesson 13 Round Whole Numbers to the Nearest 10 or 100—pp. 112–119

Lesson 14 Add and Subtract Fluently within 1000—pp. 120–127

Lesson 15 Multiply One-Digit Whole Numbers by Multiples of 10—pp. 128–135

Domain: Number and Operations—Fractions

STANDARDS

SADLIER PROGRESS MATHEMATICS, GRADE 3

Cluster 1: Develop understanding of fractions as numbers. (MAJOR CLUSTER)

MAFS.3.NF.1.1 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 $1/b$.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Lesson 16 Understand Unit Fractions as Quantities—pp. 142–149

Lesson 17 Understand Fractions as Quantities—pp. 150–157

MAFS.3.NF.1.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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.

Lesson 18 Understand Fractions on the Number Line—pp. 158–165

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.

Lesson 18 Understand Fractions on the Number Line—pp. 158–165

MAFS.3.NF.1.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

Lesson 19 Understand Equivalent Fractions—pp. 166–173

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.

Lesson 20 Write Equivalent Fractions—pp. 174–181

Domain: Number and Operations—Fractions

STANDARDS

- 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.

- 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.

SADLIER PROGRESS MATHEMATICS, GRADE 3

Lesson 21 **Relate Whole Numbers and Fractions**—pp. 182–189

Lesson 22 **Compare Fractions: Same Denominator**—pp. 190–197

Lesson 23 **Compare Fractions: Same Numerator**—pp. 198–205

Domain: Measurement and Data

STANDARDS

Cluster 1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
(MAJOR CLUSTER)

MAFS.3.MD.1.1 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

MAFS.3.MD.1.2* 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS MATHEMATICS, GRADE 3

Lesson 24 **Problem Solving: Time**—pp. 218–225

Lesson 25 **Problem Solving: Volumes and Masses**—pp. 226–233

Lesson 32 **Problem Solving: Measurement**—pp. 288–295

Domain: Measurement and Data

STANDARDS

SADLIER PROGRESS MATHEMATICS, GRADE 3

Cluster 2: Represent and interpret data. (SUPPORTING CLUSTER)

MAFS.3.MD.2.3 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.*

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

MAFS.3.MD.2.4 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (MAJOR CLUSTER)

MAFS.3.MD.3.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

Cognitive Complexity: Level 1: Recall

- 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.
- 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.

MAFS.3.MD.3.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

Cognitive Complexity: Level 1: Recall

Lesson 26 Draw Graphs to Represent Categorical Data—pp. 234–241

Lesson 27 Generate and Graph Measurement Data—pp. 242–249

Lesson 28 Understand Concepts of Area Measurement—pp. 256–263

Lesson 28 Understand Concepts of Area Measurement—pp. 256–263

Lesson 28 Understand Concepts of Area Measurement—pp. 256–263

Domain: Measurement and Data

STANDARDS

- MAFS.3.MD.3.7** Relate area to the operations of multiplication and addition.
- Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
-
- 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.
-
- 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.
-
- 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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
-
- 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.

Cluster 4: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
(ADDITIONAL CLUSTER)

- MAFS.3.MD.4.8** 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.
- Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS MATHEMATICS, GRADE 3

Lesson 29 Find Areas of Rectangles: Tile and Multiply—pp. 264–271

Lesson 29 Find Areas of Rectangles: Tile and Multiply—pp. 264–271

Lesson 30 Find Areas of Rectangles: Use the Distributive Property—pp. 272–279

Lesson 32 Problem Solving: Measurement—pp. 288–295

Lesson 31 Find Areas: Decompose Figures into Rectangles—pp. 280–287

Lesson 32 Problem Solving: Measurement—pp. 288–295

Lesson 33 Problem Solving: Perimeter—pp. 296–303

Lesson 34 Problem Solving: Compare Perimeter and Area—pp. 304–311

Domain: Geometry

STANDARDS

SADLIER PROGRESS MATHEMATICS, GRADE 3

Cluster 1: Reason with shapes and their attributes.

(SUPPORTING CLUSTER)

MAFS.3.G.1.1 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

MAFS.3.G.1.2 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 $\frac{1}{4}$ of the area of the shape.*

Cognitive Complexity: Level 1: Recall

Lesson 35 **Understand Shapes and Attributes**—pp. 312–319

Lesson 36 **Partition Shapes to Make Equal Areas**—pp. 320–327