

A Correlation of

SCOTT FORESMAN
Investigations
IN NUMBER, DATA, AND SPACE®

for the Common Core State Standards
©2012



to the
Common Core
Georgia Performance Standards
Grade 3

FORMAT FOR CORRELATION TO THE COMMON CORE GEORGIA PERFORMANCE STANDARDS (CCGPS)

Subject Area: K-12 Mathematics **State-Funded Course:** 27.01400

Textbook Title: Investigations in Number, Data, and Space ©2012 Grade 3

Publisher: Pearson Education Inc., publishing as Scott Foresman

*The Common Core Georgia Performance Standards (CCGPS) for Grades K-12 Mathematics may be accessed on-line at:
<http://www.georgiastandards.org/>.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
	Mathematics Grade 3	
	Operations and Algebraic Thinking 3.OA	
	Represent and solve problems involving multiplication and division.	
MCC3.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. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	U5 Sessions: TE: 24-27, 28-33, 34-38, 39-42, 48-52, 53-58, 59-63, 64-70, 71-75, 76-78, 82-86, 87-91, 92-96, 97-100, 101-106, 107-110, 141-143 SAB: 1-6, 8-20, 22, 25, 29, 33, 35-36, 38
MCC3.OA.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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	U5 Sessions: TE: 116-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-143 SAB: 39-40, 42-44, 46-47, 49

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 3

- U1** Trading Stickers, Combining Coins
- U2** Surveys and Line Plots
- U3** Collections and Travel Stories
- U4** Perimeter, Angles, and Area
- U5** Equal Groups

- U6** Stories, Tables, and Graphs
- U7** Finding Fair Shares
- U8** How Many Hundreds? How Many Miles?
- U9** Solids and Boxes
- ICCG** Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
MCC3.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.	U5 Sessions: TE: 24-27, 28-33, 34-38, 39-42, 48-52, 53-58, 59-63, 64-70, 71-75, 76-78, 82-86, 87-91, 92-96, 97-100, 101-106, 107-110, 116-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-143 SAB: 1-6, 8-20, 22, 25, 29, 33, 35-36, 38-40, 42-44, 46-47, 49 U6 Sessions: TE: 78-84, 85-91, 92-96, 97-102, 103-107, 108-111, 112-115 SAB: 43-51, 56-57, 64, 71-72 U7 Sessions: TE: 24, 60 U8 Session: SAB: 55
MCC3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$. $\square \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i>	U5 Sessions: TE: 34-38, 39-42, 76-78, 116-120, 121-124, 125-128, 129-132, 133-136, 137-140 SAB: 1-6, 8-20, 22, 25, 29, 33, 35-36, 38-40, 42-44, 46-47, 49 U5 ICCG: TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C
	Understand properties of multiplication and the relationship between multiplication and division.	
MCC3.OA.5	Apply properties of operations as strategies to multiply and divide. <i>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.)</i>	U5 Sessions: TE: 39-42, 53-58, 59-63, 64-70, 71-75, 76-78, 82-86, 87-91, 92-96, 97-100, 101-106, 107-110 U5 ICCG: TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C U6 Sessions: TE: 78-84, 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 43-51, 56-57, 64, 71-72 U7 Sessions: TE: 29, 80

Key: SAB-Student Activity Book, TE= Teacher Edition
Curriculum Units Grade 3

- U1** Trading Stickers, Combining Coins
- U2** Surveys and Line Plots
- U3** Collections and Travel Stories
- U4** Perimeter, Angles, and Area
- U5** Equal Groups

- U6** Stories, Tables, and Graphs
- U7** Finding Fair Shares
- U8** How Many Hundreds? How Many Miles?
- U9** Solids and Boxes
- ICCG** Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
MCC3.OA.6	Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>	U5 Sessions: TE: 116-120, 121-124, 125-128, 129-132, 133-136, 137-140 SAB: 38-40, 42-44, 46-47, 49
	Multiply and divide within 100	
MCC3.OA.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.	U5 Sessions: TE: 97-100, 107-110, 133-136, 137-140 U5 ICG: TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C U6 Sessions: TE: 78-84, 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 43-51, 56-57, 64, 71-72 U7 Sessions: TE: 29, 80 U7 ICG: TE: CC57 U8 Session: TE: 40
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
MCC3.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.	U1 Sessions: TE: 45-51, 52-59, 65-70, 71-75, 76-84, 85-90, 109-115, 121-124, 125-131, 133-138, 139-141 SAB: 1-4, 9-18, 27-29, 33-34, 42, 49, 51-52, 55-56, 59 U3 Sessions: TE: 46-50, 51-56, 68-74, 80-84, 85-89, 128-135, 136-140, 141-146, 147-151, 156-162, 163-168, 169-174, 175-181 SAB: 10-20, 22-31, 35, 58 U5 Session: TE: 133-136 U6 Sessions: TE: 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 43-51, 56-57, 64, 71-72 U8 Sessions: TE: 36-39, 40-46, 47-54, 55-60, 79-84, 132-136, 138-139, 140-141, 143-144, 145 SAB: 2-4, 7, 16-17, 63-64

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 3

U1 Trading Stickers, Combining Coins

U2 Surveys and Line Plots

U3 Collections and Travel Stories

U4 Perimeter, Angles, and Area

U5 Equal Groups

U6 Stories, Tables, and Graphs

U7 Finding Fair Shares

U8 How Many Hundreds? How Many Miles?

U9 Solids and Boxes

ICCG Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
MCC3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i>	U1 Sessions: TE: 37-42, 45-51, 71-75, 102-107, 110-115, 129 SAB: 11-12, 40 U3 Sessions: TE: 28-33, 51-56, 57-61, 80-84, 85-89, 90-93, 94-98, 99-102, 115-121, 122-127, 175-181 SAB: 1-2 U5 Sessions: TE: 34-38, 48-52, 53-58, 59-63, 64-70, 71-75, 76-78, 82-86, 87-91, 92-96, 97-100, 116-120 U5 ICCG: TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C U6 Sessions: TE: 78-84, 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 43-51, 56-57, 64, 71-72 U8 Sessions: TE: 28-35, 36-39, 40-46, 47-54, 55-60, 62-63, 64-71, 72-78, 79-84, 85-90, 91-95, 102-108, 109-115, 116-122, 123-127, 128-131, 132-136, 137-141, 142-145, 146-148
	Number and Operations in Base Ten 3.NBT	
	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
MCC3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	U3 ICCG: TE: CC14-CC18 SAB: 22A-22B, 22D U4 ICCG: TE: CC23 U7 ICCG: TE: CC57, CC62 U9 Sessions: TE: 19, 22, 28, 32, 37, 42, 55, 59, 68 U9 ICCG: TE: CC73, CC77, CC81

Key: SAB-Student Activity Book, TE= Teacher Edition
Curriculum Units Grade 3

- U1** Trading Stickers, Combining Coins
- U2** Surveys and Line Plots
- U3** Collections and Travel Stories
- U4** Perimeter, Angles, and Area
- U5** Equal Groups

- U6** Stories, Tables, and Graphs
- U7** Finding Fair Shares
- U8** How Many Hundreds? How Many Miles?
- U9** Solids and Boxes
- ICCG** Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
MCC3.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.	<p>U1 Sessions: TE: 26-35, 36-43, 44-51, 52-59, 60-64, 65-70, 71-75, 76-84, 85-90, 96-101, 102-108, 109-115, 116-120, 121-124, 125-132, 133-138, 139-141 SAB: 1-59</p> <p>U3 Sessions: TE: 28-33, 34-39, 40-45, 46-50, 51-56, 57-61, 68-74, 75-79, 80-84, 85-89, 90-93, 94-98, 99-102, 108-114, 115-121, 122-127, 128-135, 136-140, 141-146, 147-151, 156-162, 163-168, 169-174, 175-181, 182-187, 188-190 SAB: 1-2, 4-83</p> <p>U4 Sessions: TE: 22, 29, 37, 50, 88 SAB: 2, 7, 21, 22, 44, 54-55</p> <p>U4 ICCG: TE: CC23, CC26</p> <p>U6 Sessions: TE: 32, 39, 44, 56, 62, 67, 78, 85, 92, 97</p> <p>U7 Sessions: TE: 24, 29, 36, 60, 69, 74, 80</p> <p>U7 ICCG: TE: CC57, CC62</p> <p>U8 Sessions: TE: 28-35, 36-39, 40-46, 47-54, 55-60, 62-63, 64-71, 72-78, 79-84, 85-90, 91-95, 102-108, 109-115, 116-122, 123-127, 128-131, 132-136, 137-141, 142-145, 146-148</p> <p>U9 Sessions: TE: 22, 28, 32, 37, 42, 50, 55, 59 SAB: 1-2, 9-10, 16-17, 19, 21-22, 24, 27-28,</p> <p>U9 ICCG: TE: CC72-CC76, CC77-CC80, CC81-CC84 SAB: 36, 39, 41</p>
MCC3.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.	<p>U5 ICCG: TE: CC47-CC51 SAB: 39A-39C</p>

Key: SAB-Student Activity Book, TE= Teacher Edition
Curriculum Units Grade 3

- U1** Trading Stickers, Combining Coins
- U2** Surveys and Line Plots
- U3** Collections and Travel Stories
- U4** Perimeter, Angles, and Area
- U5** Equal Groups

- U6** Stories, Tables, and Graphs
- U7** Finding Fair Shares
- U8** How Many Hundreds? How Many Miles?
- U9** Solids and Boxes
- ICCG** Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
	Number and Operations – Fractions 3.NF	
	Develop understanding of fractions as numbers.	
MCC3.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 $1/b$.	U7 Sessions: TE: 24-28, 29-35, 36-42, 43-46, 47-52, 53-56, 60-68, 69-73, 74-79, 80-86, 90-95, 96-102, 103-105, 106-108 SAB: 1-2, 5, 7, 10-11, 17, 21, 27, 32, 37 U8 Sessions: SAB: 35, 46, 60, 78
MCC3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F
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.	U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F
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.	U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F
MCC3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	U7 Sessions: TE: 24-28, 29-35, 36-42, 43-46, 47-52, 53-56, 60-68, 69-73, 74-79, 80-86, 90-95, 96-102, 103-105, 106-108 SAB: 1-2, 5, 7, 10-11, 17, 21, 27, 32, 37 U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F
a.	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	U7 Sessions: TE: 24-28, 29-35, 36-42, 43-46, 47-52, 53-56, 60-68, 69-73, 74-79, 80-86, 90-95, 96-102, 103-105, 106-108 SAB: 1-2, 5, 7, 10-11, 17, 21, 27, 32, 37 U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 3

U1 Trading Stickers, Combining Coins

U2 Surveys and Line Plots

U3 Collections and Travel Stories

U4 Perimeter, Angles, and Area

U5 Equal Groups

U6 Stories, Tables, and Graphs

U7 Finding Fair Shares

U8 How Many Hundreds? How Many Miles?

U9 Solids and Boxes

ICCG Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
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.	U7 Sessions: TE: 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4
c.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>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.</i>	U7 Sessions: TE: 36-42, 60-68, 69-73, 74-79, 80-86, 106-108 SAB: 1-2, 5, 7, 10-11, 17, 21, 27, 32, 37 U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F
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.	U7 Sessions: TE: 29-35, 36-42 U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F
	Measurement and Data 3.MD	
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
MCC3.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.	U3 Sessions: TE: 113-114, 115, 122, 128, 136, 141, 147, 156, 163, 169, 175, 182, 188 U3 ICCG: TE: CC14-CC16 U5 Sessions: TE: 24, 28, 34, 39, 82, 87, 92, 116, 121, 125, 133,137 U5 ICCG: TE: CC32 U7 Sessions: TE: 43, 47, 53, 90, 96, 103, 106

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 3

U1 Trading Stickers, Combining Coins

U2 Surveys and Line Plots

U3 Collections and Travel Stories

U4 Perimeter, Angles, and Area

U5 Equal Groups

U6 Stories, Tables, and Graphs

U7 Finding Fair Shares

U8 How Many Hundreds? How Many Miles?

U9 Solids and Boxes

ICCG Investigations and the Common Core State Standards Guide

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
MCC3.MD.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.	U9 ICCG: TE: CC72-CC76, CC77-CC80, CC81-CC84 SAB: 35-42
	Represent and interpret data.	
MCC3.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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	U2 Sessions: TE: 33-39, 40-48, 49-54, 55-61, 62-67, 68-72, 73-76, 82-88, 89-96, 154-156 SAB: 7, 13, 17, 19, 57 U2 ICCG: TE: CC5-CC9 SAB: 31A-31C
MCC3.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.	U2 Sessions: TE: 124-131, 132-140, 141-147, 148-153, 154-156 SAB: 44-46, 48, 49-52
	Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.	
MCC3.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.	U4 Sessions: TE: 68-73, 74-80, 81-87, 88-93, 94-97, 134-136

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 3

U1 Trading Stickers, Combining Coins

U2 Surveys and Line Plots

U3 Collections and Travel Stories

U4 Perimeter, Angles, and Area

U5 Equal Groups

U6 Stories, Tables, and Graphs

U7 Finding Fair Shares

U8 How Many Hundreds? How Many Miles?

U9 Solids and Boxes

ICCG Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
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.	U4 Sessions: TE: 68-73, 74-80, 81-87, 88-93, 94-97, 134-136 SAB: 25-26, 27-30, 34 U4 ICCG: TE: CC24-CC26 SAB: 33A-33E
MCC3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	U4 Sessions: TE: 68-73, 74-80, 81-87, 88-93, 94-97, 134-136 SAB: 25-26, 27-30, 34 U4 ICCG: TE: CC24-CC26 SAB: 33A-33E
MCC3.MD.7	Relate area to the operations of multiplication and addition.	U4 Session: 74-79 SAB: 25-26 U4 ICCG: TE: CC24-CC26 SAB: 33A-33E U5 Sessions: TE: 82-86, 87-91, 92-96, 97-100 SAB; 29, 33 U5 ICCG: TE: CC32-CC36, CC37-CC39 SAB: 35A
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.	U4 Session: 74-79 SAB: 25-26 U4 ICCG: TE: CC24-CC26 SAB: 33A-33E U5 Sessions: TE: 82-86, 87-91, 92-96, 97-100 SAB; 29, 33 U5 ICCG: TE: CC32-CC36, CC37-CC39 SAB: 35A

Key: SAB-Student Activity Book, TE= Teacher Edition
Curriculum Units Grade 3

- U1** Trading Stickers, Combining Coins
- U2** Surveys and Line Plots
- U3** Collections and Travel Stories
- U4** Perimeter, Angles, and Area
- U5** Equal Groups

- U6** Stories, Tables, and Graphs
- U7** Finding Fair Shares
- U8** How Many Hundreds? How Many Miles?
- U9** Solids and Boxes
- ICCG** Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
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.	U4 ICCG: TE: CC24-CC26 SAB: 33A-33E U5 Sessions: TE: 82-86, 87-91, 92-96, 97-100 SAB; 29, 33 U5 ICCG: TE: CC32-CC36, CC37-CC39 SAB: 35A
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.	U5 ICCG: TE: CC32-CC36, CC37-CC39 SAB: 35A
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.	U4 Session: TE: 74-79, 81-87, 88-93 SAB: 25-26, 28-30, 34 U4 ICCG: TE: CC24-CC26 SAB: 33A-33E U5 ICCG: TE: CC32-CC36, CC37-CC39 SAB: 35A

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 3

U1 Trading Stickers, Combining Coins

U2 Surveys and Line Plots

U3 Collections and Travel Stories

U4 Perimeter, Angles, and Area

U5 Equal Groups

U6 Stories, Tables, and Graphs

U7 Finding Fair Shares

U8 How Many Hundreds? How Many Miles?

U9 Solids and Boxes

ICCG Investigations and the Common Core State Standards Guide

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
MCC3.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.	U4 Sessions: TE: 22-28, 29-36, 37-44, 45-49, 50-55 SAB: 3, 5-6, 8-13, 17 U4 ICCG: TE: CC26-CC27 SAB: 33D-33E
	Geometry 3.G	
	Reason with shapes and their attributes.	
MCC3.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.	U4 Sessions: TE: 104-109, 110-115, 116-122, 123-128, 129-133, 134-136 SAB: 37-38, 40-43, 45-46, 48
MCC3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>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.</i>	U7 Sessions: TE: 24-28, 29-35, 36-42, 43-46, 47-52, 53-56, 60-68, 69-73, 74-79, 80-86, 90-95, 96-102, 103-105, 106-108 SAB: 1-2, 5, 7, 10-11, 17, 21, 27, 32, 37

Key: SAB-Student Activity Book, TE= Teacher Edition
Curriculum Units Grade 3

- U1** Trading Stickers, Combining Coins
- U2** Surveys and Line Plots
- U3** Collections and Travel Stories
- U4** Perimeter, Angles, and Area
- U5** Equal Groups

- U6** Stories, Tables, and Graphs
- U7** Finding Fair Shares
- U8** How Many Hundreds? How Many Miles?
- U9** Solids and Boxes
- ICCG** Investigations and the Common Core State Standards Guide