

A Correlation of

SCOTT FORESMAN

Investigations

IN NUMBER, DATA, AND SPACE®

for the Common Core State Standards

©2012



to the

Common Core State Standards for Mathematics

Grade 3

Investigations In Number, Data, and Space for the Common Core State Standards © 2012
Correlated to the Common Core State Standards for Mathematics

Resource Title: *Investigations in Number, Data, and Space for the Common Core State Standards*

Publisher: Pearson Education Inc Publishing as Scott Foresman

ISBN (10 or 13 digit unique identifier is required): 9780328687152

Media (text, software, internet, multimedia): Multimedia

Author: Susan Jo Russell et al

Copyright: 2012

Review Date:

Core Subject Area: Mathematics – Grade 3

Investigations In Number, Data, and Space for the Common Core State Standards © 2012

Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
Operations and Algebraic Thinking 3.OA	
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. <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
3.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
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.	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

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012

Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
<p>3.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></p>	<p>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</p> <p>U5 ICCG: TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C</p>
Understand properties of multiplication and the relationship between multiplication and division.	
<p>3.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></p>	<p>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</p> <p>U5 ICCG: TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C</p> <p>U6 Sessions: TE: 78-84, 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 43-51, 56-57, 64, 71-72</p> <p>U7 Sessions: TE: 29, 80</p>
<p>3.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></p>	<p>U5 Sessions: TE: 116-120, 121-124, 125-128, 129-132, 133-136, 137-140 SAB: 38-40, 42-44, 46-47, 49</p>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012

Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
Multiply and divide within 100	
<p>3.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.</p>	<p>U5 Sessions: TE: 97-100, 107-110, 133-136, 137-140 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 U7 ICCG: TE: CC57 U8 Session: TE: 40</p>
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
<p>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.</p>	<p>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</p>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012

Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
<p>3.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></p>	<p>U1 Sessions: TE: 37-42, 45-51, 71-75, 102-107, 110-115, 129 SAB: 11-12, 40</p> <p>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</p> <p>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</p> <p>U5 ICCG: TE: CC37-CC41, CC42-CC46, CC47-CC51 SAB: 35A, 35-36, 39A-39C</p> <p>U6 Sessions: TE: 78-84, 85-91, 92-96, 97-102, 103-107, 108-111 SAB: 43-51, 56-57, 64, 71-72</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>
Number and Operations in Base Ten 3.NBT	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
<p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>U3 ICCG: TE: CC14-CC18 SAB: 22A-22B, 22D</p> <p>U4 ICCG: TE: CC23</p> <p>U7 ICCG: TE: CC57, CC62</p> <p>U9 Sessions: TE: 19, 22, 28, 32, 37, 42, 55, 59, 68</p> <p>U9 ICCG: TE: CC73, CC77, CC81</p>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012

Correlated to the Common Core State Standards for Mathematics

<p align="center">Common Core State Standards for Mathematics Grade 3</p>	<p align="center">Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3</p>
<p>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.</p>	<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>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012

Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
<p>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.</p>	<p>U5 ICCG: TE: CC47-CC51 SAB:39A-39C</p>
<p>Number and Operations – Fractions 3.NF</p>	
<p>Develop understanding of fractions as numbers.</p>	
<p>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 $1/b$.</p>	<p>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</p>
<p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p>	<p>U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<p>3.NF.2.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.</p>	<p>U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<p>3.NF.2.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.</p>	<p>U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012
Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
<p>3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>	<p>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</p> <p>U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<p>3.NF.3.a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>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</p> <p>U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
<p>3.NF.3.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.</p>	<p>U7 Sessions: TE: 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4</p>
<p>3.NF.3.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></p>	<p>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</p> <p>U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012
Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
<p>3.NF.3.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.</p>	<p>U7 Sessions: TE: 29-35, 36-42 U7 ICCG: TE: CC57-CC61, CC62-CC67 SAB: 8B, 8D-8F</p>
Measurement and Data 3.MD	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
<p>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.</p>	<p>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</p>
<p>3.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.</p>	<p>U9 ICCG: TE: CC72-CC76, CC77-CC80, CC81-CC84 SAB: 35-42</p>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012

Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
Represent and interpret data.	
<p>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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p>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</p>
<p>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.</p>	<p>U2 Sessions: TE: 124-131, 132-140, 141-147, 148-153, 154-156 SAB: 44-46, 48, 49-52</p>
Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.	
<p>3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p>	<p>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</p>
<p>3.MD.5.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.</p>	<p>U4 Sessions: TE: 68-73, 74-80, 81-87, 88-93, 94-97, 134-136</p>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012
Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
<p>3.MD.5.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.</p>	<p>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</p>
<p>3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<p>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</p>
<p>3.MD.7 Relate area to the operations of multiplication and addition.</p>	<p>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</p>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012

Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
<p>3.MD.7.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.</p>	<p>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</p>
<p>3.MD.7.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.</p>	<p>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</p>
<p>3.MD.7.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.</p>	<p>U5 ICCG: TE: CC32-CC36, CC37-CC39 SAB: 35A</p>

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

Investigations In Number, Data, and Space for the Common Core State Standards © 2012

Correlated to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 3	Investigations in Number, Data, and Space for the Common Core State Standards © 2012 Grade 3
<p>3.MD.7.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.</p>	<p>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</p>
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
<p>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.</p>	<p>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</p>
Geometry 3.G	
Reason with shapes and their attributes.	
<p>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.</p>	<p>U4 Sessions: TE: 104-109, 110-115, 116-122, 123-128, 129-133, 134-136 SAB: 37-38, 40-43, 45-46, 48</p>
<p>3.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></p>	<p>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</p>

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