

**Prince George County Public Schools  
Grade 3 Mathematics Pacing Guide**

| <b>1<sup>st</sup> Nine Weeks</b>   | <b>2<sup>nd</sup> Nine Weeks</b>  |
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| <p><i>The student will ...</i></p> <p>3.1 a) read and write six-digit numerals and identify the place value and value of each digit;<br/>           b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and<br/>           c) compare two whole numbers between 0 and 9,999, using symbols (&gt;, &lt;, or =) and words (<i>greater than</i>, <i>less than</i>, or <i>equal to</i>).</p> <p>3.2 Recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.</p> <p>3.4 Estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.</p> <p>3.8 Determine, by counting, the value of a collection of bills and coins whose total value is \$5.00 or less, compare the value of the bills and coins, and make change</p> <p><b>Test 3.1, 3.4, 3.8</b></p>   | <p><i>The student will ...</i></p> <p>3.2 Recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.</p> <p>3.5 Recall multiplication facts through the 'twelves' table, and the corresponding division facts.</p> <p>3.6 Represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less</p> <p>3.11 a) tell time to the nearest minute, using analog and digital clocks;<br/>           b) determine elapsed time in one-hour increments over a 12-hour period.</p> <p>3.12 Identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.</p> <p>3.20 a) investigate the identity and the commutative properties for addition and multiplication; and<br/>           b) identify examples of the identity and commutative properties for addition and multiplication.</p> <p><b>Test 3.2, 3.5, 3.6, 3.11, 3.12, 3.20</b></p>  |
| <b>3<sup>rd</sup> Nine Weeks</b>   | <b>4<sup>th</sup> Nine Weeks</b>  |
| <p><i>The student will ...</i></p> <p>3.3 a) name and write fractions (including mixed numbers) represented by a model;<br/>           b) model fractions (including mixed numbers) and write the fractions' names; and<br/>           c) compare fractions having like and unlike denominators, using words and symbols (&gt;, &lt;, or =).</p> <p>3.7 Add and subtract proper fractions having like denominators of 12 or less</p> <p>3.9 Estimate and use U.S. Customary and metric units to measure<br/>           a) length to the nearest <math>\frac{1}{2}</math>-inch, inch, foot, yard, centimeter, and meter<br/>           b) liquid volume in cups, pints, quarts, gallons, and liters;<br/>           c) weight/mass in ounces, pounds, grams, and kilograms; and<br/>           d) area and perimeter.</p> <p>3.10 a) measure the distance around a polygon in order to determine perimeter; and<br/>           b) count the number of square units needed to cover a given surface in order to determine area.</p> <p>3.13 Read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer.</p> <p><b>Test 3.3, 3.7, 3.9, 3.10, 3.13</b></p> | <p><i>The student will ...</i></p> <p>3.14 Identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.</p> <p>3.15 Identify and draw representations of points, line segments, rays, angles, and lines.</p> <p>3.16 Identify and describe congruent and non-congruent plane figures</p> <p>3.17 a) collect and organize data, using observations, measurements, surveys, or experiments;<br/>           b) construct a line plot, a picture graph, or a bar graph to represent the data; and<br/>           c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data</p> <p>3.18 Investigate and describe the concept of probability as chance and list possible results of a given situation.</p> <p>3.19 Recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms</p> <p><b>Test 3.14, 3.15, 3.16, 3.17, 3.18, 3.19</b></p> <p align="right"><b>Review for SOL Testing</b></p> |