

Unit	<p style="text-align: center;">3rd: Unit 6- Fraction Concepts Math Investigations Book: Finding Fair Shares Standards for Grade 3</p> <p><u>UNIT 1</u>= Numeration, Operations, and Problem Solving <u>UNIT 2</u>= Estimation, Calculation & Problem Solving <u>UNIT 3</u>= Tables, Bar Graphs, and Pictographs <u>UNIT 4</u>= Multiplication and Division <u>UNIT 5</u>= Estimation and Measurement <u>UNIT 6</u>= Fractions and Concepts <u>UNIT 7</u>=Shapes, Area, and Perimeter <u>UNIT 8</u>= Problem Solving, Tables, and Graphs <u>UNIT 9</u>= Measurement, Line Plots, and Graphs</p>
6	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
6	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.
6	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 $1/b$.
6	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.
6	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.
6	3.NF.3.a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
6	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.
6	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>
6	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.
6	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>