

# Somers Point School District



## Curriculum

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**Mathematics**

**Grade Three**

**July 2012**

**Board Approved: September 2012**

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# **SOMERS POINT SCHOOL DISTRICT**

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## Acknowledgments

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The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

**Writers Names:** Brenda Bullard, Eryn Budd

**Math Specialist:** Dawn Bentivegna

**Director of Curriculum:** Jennifer Luff Ed.D.

**Secretarial Staff:** Suzanne Klotz

# **Somers Point Schools**

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

## **Our Mission**

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

## **Our Beliefs**

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

## Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

## Philosophy

Somers Point Schools will enable **ALL** of our students to acquire the mathematical skills, understandings, and attitudes that they will need to be successful in their careers and daily lives.

### Educational Goals & Beliefs

#### Overarching Goals:

- (1) Communicate mathematical ideas in clear, concise, organized language that varies in content, format and form for different audiences and purposes.
- (2) Comprehend, understand, analyze, evaluate, critique, solve, and respond to a variety of real-life, meaningful problems.
- (3) Investigate, research, and synthesize various information from a variety of media sources.

- **Equity:** We will achieve excellence in mathematics education through policies that promote equity, high expectations, and strong support for all students.
- **Curriculum:** We believe a curriculum is more than a collection of activities; it must be coherent, focused on important mathematics, and well articulated across the grades.
- **Learning:** We will work diligently to ensure all students learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.
- **Assessment:** We will use assessment to support the learning of important mathematics and furnish useful information to our students.
- **Teaching:** We know effective mathematics teaching requires an understanding of what students know and need to learn, challenging and supporting them to apply and extend their knowledge.
- **Technology:** We believe technology is essential in teaching and learning mathematics; it influences the mathematics that is □ taught and enhances students' learning.

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## New Jersey State Department of Education Core Curriculum Content Standards

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### **A note about Mathematics Standards and Cumulative Progress Indicators:**

The New Jersey Core Curriculum Content Standards for Mathematics were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.corestandards.org/the-standards/mathematics>

**The Standards for Mathematical practice** specify the following varieties of expertise that mathematics educators at all levels should seek to develop in their students:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeating reasoning.



## Grade 3 Mathematics

### Scope and Sequence

Quarter I		
Timeline	Big Idea <i>Topic</i>	Text Correlation Page Number
Day 1 & 2	<p><b>Operations and Algebraic Thinking</b> <i>Solve problems involving four operations, and identify and explain patterns in arithmetic.</i> 3.OA.9</p> <p><b>Number and Operations in Base Ten</b> <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i> 3.NBT.2</p>	<p>Day 1 - 1.1 &amp; 1.2 <i>Add number line to number grid.</i> Day 2 - 1.3</p>
Day 3 - 6	<p><b>Measurement and Data</b> <i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i> 3. MD.1 <i>Represent and interpret data.</i> 3.MD.3 3.MD.4</p>	<p>Day 3 &amp; 4 - 1.4 <i>Supplement Time</i> Day 5 &amp; 6 - 1.5 <i>Begin students determining scales.</i></p>
Day 7 & 8	<p><b>Operations and Algebraic Thinking</b> <i>Solve problems involving four operations, and identify and explain patterns in arithmetic.</i> 3.OA.8 3.OA.9</p> <p><b>Number and Operations in Base Ten</b> <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i> 3.NBT.2</p>	<p>Day 7 - 1.6 Day 8 - 1.8</p>

Day 9 & 10	<b>Progress Check</b>	
Day 11 & 12	<b>Centers, Enrichment, Interventions</b>	
Day 13 - 15	<p><b>Operations and Algebraic Thinking</b>  <i>Understand properties of multiplication and the relationship between multiplication and division.</i>  3.OA.5</p> <p><b>Number and Operations in Base Ten</b>  <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>  3.NBT.2</p>	Day 13 - 15 - 2.1, 2.2, & 2.9
Day 16	<p><b>Operations and Algebraic Thinking</b>  <i>Solve problems involving four operations, and identify and explain patterns in arithmetic.</i>  3.OA.9</p>	Day 16 - 2.3
Day 17 - 21	<p><b>Operations and Algebraic Thinking</b>  <i>Understand properties of multiplication and the relationship between multiplication and division.</i>  3.OA.5  <i>Solve problems involving four operations, and identify and explain patterns in arithmetic.</i>  3.OA.9</p> <p><b>Number and Operations in Base Ten</b>  <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>  3.NBT.2</p>	Day 17 - 21 - 2.4, 2.5, & 2.6
Day 22 & 23	<p><b>Number and Operations in Base Ten</b>  <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>  3.NBT.2</p>	Day 22 & 23 - 2.7

Day 24 & 25	<b>Progress Check</b>	2.10 <i>Note: Ballpark estimates and 2.8 are moved to unit 5 with base 10 and place value.</i>
Day 26 & 27	<b>Centers, Enrichment, and Interventions</b>	
Day 28 - 31	<b>Measurement and Data</b> <i>Represent and interpret data.</i> 3.MD.4	Day 28 & 29 - 3.2 <i>Fix rulers - white out other lines.</i> <i>Focus on US measurement.</i> <i>Add line plot of measurements.</i> Day 30 & 31 - 3.3 <i>Focus on metric measurement.</i>
<b>Introduce Rocket Math</b>	Must begin with <i>multiplication</i> as per Common Core	(addition / subtraction practice can be done as an intervention)
Day 32 - 33	<b>Progress Check and Enrichment</b>	3.5 & 3.9
Day 35- 40	<b>Centers, Enrichment, and Interventions</b>	
Day 41	<b>Benchmark Testing</b>	
	<b>Quarter II</b>	
<b>Timeline</b>	<b>Big Idea Topic</b>	<b>Text Correlation Page Number</b>
Day 1 & 2	<b>Operations and Algebraic Thinking</b> <i>Represent and solve problems involving multiplication and division.</i> 3.OA.1 3.OA.2 3.OA.3 <b>3.OA.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</b> <i>Understand properties of multiplication and the relationship between multiplication and division.</i> 3.OA.6 <b>Number and Operations in Base Ten</b> <i>Use place value understanding and properties of operations to perform</i>	Day 1 & 2 - 4.1 & 4.3

	<i>multi-digit arithmetic.</i> 3.NBT.2	
Day 2 & 3	<b>Operations and Algebraic Thinking</b> <i>Represent and solve problems involving multiplication and division.</i> 3.OA.1 3.OA.3 <b>Measurement and Data</b> <i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i> 3.MD.7a 3.MD.7b	Day 2 & 3 - 4.2
Day 4 - 9	<b>Operations and Algebraic Thinking</b> <i>Represent and solve problems involving multiplication and division.</i> 3.OA.1 3.OA.3 <b>3.OA.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</b> <i>Understand properties of multiplication and the relationship between multiplication and division.</i> 3.OA.6 <i>Multiply and divide within 100.</i> 3.OA.7 <i>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</i> 3.OA.9 3.MD.7c	Day 4 - 6 - 4.4 & 4.6 Day 7 & 8 - 4.5 & 4.6 Day 9 - 4.8
Day 10 & 11	<b>Progress Check</b>	4.10 enrichment
Day 12 & 13	<b>Centers, Enrichment, and Interventions</b>	
	<b>Note: The above should be completed before winter break.</b>	
Day 14 & 15	<b>Review - Centers, Enrichment, and Intervention</b>	
Day 16 & 17	<b>Geometry</b> <i>Reason with shapes and their attributes.</i> 3.G.2 <b>Number and Operations - Fractions</b> <i>Develop understanding of fractions as numbers.</i> 3.NF.1	Day 16 & 17 - 8.1
Day 18	<b>Operations and Algebraic Thinking</b> <i>Represent and solve problems involving multiplication and division.</i> 3.OA.3	Day 18 - 8.2

Day 19 - 25	<p><b>Geometry</b>  <i>Reason with shapes and their attributes.</i>  3.G.2</p> <p><b>Number and Operations - Fractions</b>  <i>Develop understanding of fractions as numbers.</i>  3.NF.1  3.NF.2  3.NF.2a  3.NF.2b  3.NF.3  3.NF.3a  3.NF.3b  3.NF.3c  3.NF.3d</p>	Day 19 & 20 - 8.3 Day 21 - 23 - 8.4 Day 24 & 25 - 8.5
Day 26 & 27		Day 26 & 27 - 8.6
Day 28 & 29	<p><b>Number and Operations - Fractions</b>  <i>Develop understanding of fractions as numbers.</i>  3.NF.2  3.NF.2a  3.NF.2b</p>	Day 28 & 29 - 8.8
Day 30 & 31	<b>Review and Progress Check</b>	Day 30 & 31 - 8.9 <i>Note 8.7 enrichment</i>
Day 32 - 35	<b>Centers, Enrichment, and Intervention</b>	
	<b>BENCHMARK Testing</b>	

Quarter III		
Timeline	Big Idea <i>Topic</i>	Page Number
Days 1 - 3	<p><b>Operations and Algebraic Thinking</b> Represent and solve problems involving multiplication and division</p> <p>3.OA.2;</p> <p>3.OA.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 true in each of the equations <math>8 \times ? = 48</math></p> <p>3.OA.6: Understand division as an unknown-factor problem</p>	Days 1 - 3 7.1, 7.2, 7.3
Day 4	<p><b>Operations and Algebraic Thinking</b> Represent and solve problems involving multiplication and division</p> <p>3.OA.3; 3.OA.8</p>	Day 4 7.4
Days 5 & 6	<p><b>Number and Operations in Base Ten</b> Use place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>3.NBT.1; 3.NBT.3; 3.OA.3; 3.OA.8</p>	Days 5 & 6 7.6 and 7.8
Day 7	<p><b>Number and Operations in Base Ten</b> Use place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>3.NBT.1; 3.OA.8</p>	Day 7 7.7
Days 8 & 9		Days 8 & 9 Review and Progress Check

Day 10		Centers, Enrichments and Interventions
Days 11 - 13	<p><b>Number and Operations in Base Ten</b> Use place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>3.OA.3; 3.OA.8; 3.NBT.3</p>	Days 11 - 13 9.1, 9.2 (2 days)
Day 14	<p><b>Measurement and Data</b> Prelude to Area and Perimeter 3.MD.7a <i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i></p>	Day 14 Lsn 3.6 Aspects of 9.3 can also be used
Days 15 - 18	<p><b>Measurement and Data</b> Geometric measurement: understand concepts of area and relate area to multiplication and addition</p> <p>3.MD.7a; 3.MD.7b; 3.MD.7c</p>	Days 15 - 18 3.7, 3.8, 3.4
Day 19-25	<p><b>Measurement and Data</b> <i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i> 3.MD.5 3.MD.5a 3.MD.5b 3.MD.6 3.MD.7a <i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i> 3.MD.8 <b>Operations and Algebraic Thinking</b> <i>Multiply and divide within 100.</i> 3.OA.7</p>	Day 19-25 NJCTL Lessons: Units 2(latter half) and 7 <a href="http://njctl.org/courses/math/3rd-grade-math/">http://njctl.org/courses/math/3rd-grade-math/</a> Georgia Lessons: Use the Fence of the Yard through Guess Who's Coming to Dinner: <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_3_Unit4FrameworkSE.pdf">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_3_Unit4FrameworkSE.pdf</a>

Day 26 - 27	<b>Review and Assessment</b>	
Day 28-30	Centers, Interventions, and Enrichments	<i>Lessons 9.4, 9.6, and 9.9 enrichments</i>
	<b>BENCHMARK TESTING</b>	
<b>Quarter IV</b>		
<b>Timeline</b>	<b>Big Idea Topic</b>	<b>Page Number</b>
Days 1 - 3	<b>Geometry</b> Reason with shapes  3.G.1	Days 1 - 3 6.4, 6.5, 6.6
Day 4	<b>Geometry</b>  3.G.2	Day 4 revisit 8.1
Day 5	<b>Geometry</b>  3.G.2	Day 5 revisit 8.1
Day 7 & 8		Days 7 & 8 Review and Progress Check
Days 9 & 10	*4.G.3	Days 9 & 10 Centers, Enrichments (6.1, 6.2, 6.3), Interventions
Days 11 & 12	<b>Measurement and Data</b> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects  3.MD.2	Days 11 & 12 10.2, 10.5
Days 13 & 14	<b>Measurement and Data</b> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	Days 13 & 14 10.3, 10.4



	3.MD.2	
Day 15	<p><b>Number and Operations</b> Develop understanding of fractions as numbers</p> <p>3.NF.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>3.NF.3b: Recognize and generate simple equivalent fractions e.g., <math>\frac{1}{2} = \frac{2}{4}</math>; <math>\frac{4}{6} = \frac{2}{3}</math>). Explain why the fractions are equivalent by using a visual fraction model</p>	Day 15 10.6
Day 16	<p><b>Operations and Algebraic Thinking</b> Solve problems involving the four operations, and identify and explain patterns in arithmetic</p> <p>3.OA.8</p>	Day 16 10.7
Day 17	<p><b>Operations and Algebraic Thinking</b> Solve problems involving the four operations, and identify and explain patterns in arithmetic</p> <p>3.OA.8 3.MD.3</p>	Day 17 10.9
Day 18	<p><b>Number and Operations- Fractions</b> Develop understanding of fractions as numbers</p> <p>3.NF.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	Day 18 10.10
Days 19 & 20		Days 19 & 20 Review and Progress Check 10
Day 21		Day 21 Enrichment, Centers, Interventions

<b>Note to Self:</b>	<b>Money, Coordinate Graphing, Probability, Symmetry</b>	<b>ENRICHMENT TOPICS</b>
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<p style="text-align: center;"><b>Suggested days of Instruction -</b> Q1 Day 1 &amp; 2</p>	<p><b>Big Idea: Operations and Algebraic Thinking; Number and Operations in Base Ten</b></p>	<p><b>Topic:</b> <i>Solve problems involving four operations, and identify and explain patterns in arithmetic.</i> <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<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> 3.NBT.2</p>	<p><b>Essential Questions:</b> Why do I need mathematical operations?</p> <p><b>Enduring Understandings:</b> Operations create relationships between numbers.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Hunting for Numbers, pg 20, TE Numbers All Around Museum, pg 19, TE Number Grid Puzzle and Class Number Grid, pg 24 &amp; 25, TE Looking Up Information in Student Reference Book, pg 30, TE Discussing Rules for Working with Others, pg 30, TE Playing Less Than You!, pg 31, TE</p> <p><b>Materials:</b> Working with Others Rules Chart Number Cards 0 - 10 Student Reference Book Class Number Grid Number Grid Puzzles (Math Journal, pg 3) Presentation Board</p> <p><b>Assessment Models:</b> Homelinks Journal Pages Progress Check Informal Assessments</p> <p><b>Supplemental Resources:</b> Student Number Grids Number Lines</p>

<b>Suggested days of Instruction -</b> Q1 Day 3 - 6	<b>Big Idea: Measurement and Data</b>	<b>Topic:</b> <i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i>  <i>Represent and interpret data.</i>
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
3. MD.1 3. MD.3 3. MD.4	<b>Essential Questions:</b> How do units within a system relate to each other?  <b>Enduring Understandings:</b> The choice of measurement tools depends on the measurable attribute and the degree of precision desired.	<b>Learning Activities:</b> <i>Everyday Math:</i> Review Telling Time, pg 33, TE Using Mathematical Tools, pg 34, TE Comparing Two Sets of Data (use first names), pg 38, TE Tally Chart and Bar Graph, pg 39, TE Math Boxes, pg 40, TE Making a Math Bank, pg 41, TE Sunrise and Sunset, pg 80  <b>Materials:</b> Class Blank Bar Graph Class Blank Tally Chart Class Clock Chart Paper Class Sunrise and Sunset Chart Sunrise/Sunset Graph, Math Journal pg 27 <b>Assessment Models:</b> Homelinks Journal Pages Informal Assessment Math Boxes  <b>Supplemental Resources:</b>

		Number line Clocks from Math Masters Pattern-block Templates Judy Clocks <a href="http://classroom.jc-schools.net/basic/math-time.html">http://classroom.jc-schools.net/basic/math-time.html</a> <a href="http://math.pppst.com/tellingtime.html">http://math.pppst.com/tellingtime.html</a> <a href="http://www.gamequarium.com/data.html">http://www.gamequarium.com/data.html</a>
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<p align="center"><b>Suggested days of Instruction:</b></p> <p align="center">Q1 Day 7 &amp; 8</p>	<p><b>Big Idea: Operations and Algebraic Thinking</b> <b>Number and Operations in Base Ten</b></p>	<p><b>Topic:</b> <i>Solve problems involving four operations, and identify and explain patterns in arithmetic. Use place value understanding and properties of operations to perform multi-digit arithmetic.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<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>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>3.NBT.2</p>	<p><b>Essential Questions:</b> How do I determine the best numerical representation for a given situation?</p> <p><b>Enduring Understandings:</b> Number sense develops through experience.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i></p> <ul style="list-style-type: none"> <li>Name Collection Boxes, pg 43, TE</li> <li>Name-Collection Boxes (as whole class activity - put 4 pieces of chart paper around room for 4 different numbers) pg 44, TE</li> <li>Sorting Dominoes, pg 46, TE</li> <li>Math Boxes, pg 45, TE</li> <li>Math Message Follow Up, pg 52, TE</li> <li>Playing the Number Grid Difference Game, pg 53, TE</li> <li>Skip Counting on the Number Grid, pg 54, TE</li> </ul> <p><b>Materials:</b> Chart Paper Dominoes Class Number Grid</p> <p><b>Assessment Models:</b> Home Links Informal Assessment Math Boxes</p> <p><b>Supplemental Resources:</b> Dominoes Student Number Grids <a href="http://www.ixl.com/math/grade-3">http://www.ixl.com/math/grade-3</a></p>



<b>Suggested days of Instruction:</b>  Q1 9 & 10	<b>Big Idea: Progress Check</b>	<b>Topic:</b> <i>Progress Check</i>
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
		<b>Review and Progress Check</b>





<p><b>Suggested days of Instruction:</b> Q1 Day 11 &amp; 12</p>	<p>Big Idea: <b>Centers, Enrichment, Interventions</b></p>	<p><b>Topic:</b> <i>Centers, Enrichment, Interventions</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
	<p><b>Essential Questions:</b> How does finding the common characteristics among similar problems help me to be a more efficient problem solver?</p> <p><b>Enduring Understandings:</b> The problem in front of you is a member of a larger class of problems.</p>	<p><b>Learning Activities:</b></p> <p><i>Everyday Math:</i> Enrichment: 1.10 &amp; 1.11 Introduce Rocket Math</p> <p>Centers: ie. from formal assessments what interventions students need Possible Centers: Math Games, Dominoes, Websites, Time and Math Box review</p> <p><b>Materials:</b></p> <p><b>Assessment Models:</b></p> <p><b>Supplemental Resources:</b></p>

<p style="text-align: center;"><b>Suggested days of Instruction:</b></p> <p style="text-align: center;">Q1 Day 13 - 15</p>	<p><b>Big Idea: Operations and Algebraic Thinking</b> <b>Number and Operations in Base Ten</b></p>	<p>Topic: <i>Understand properties of multiplication and the relationship between multiplication and division.</i></p> <p><i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.5 Apply properties of operations as strategies to multiply and divide.2 <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i></p> <p>3.NBT.2</p>	<p><b>Essential Questions:</b></p> <p>What are properties of whole numbers?</p> <p><b>Enduring Understandings:</b></p> <p>Numbers can be classified by attributes.</p>	<p><b>Learning Activities:</b></p> <p><i>Everyday Math:</i></p> <p>Introduce Commutative and Associative Properties through Brain Pop (These properties also work for multiplication - just mention it, don't teach it)</p> <p>Review Fact Family Concepts, pg 101, TE</p> <p>Fact Family Triangles, pg 101, TE</p> <p>Reviewing the Addition/Subtraction Facts Table, pg 102, TE</p> <p>Completing Fact Families and Number Families, pg 103, TE</p> <p>Practicing Basic Fact with Families, pg 101, TE</p> <p>Modeling Fact Shortcuts with Manipulatives, pg 104, TE</p> <p>Playing Roll to 100, pg 105, TE</p> <p>Practicing Fact Extensions, pg 108, TE</p> <p>Playing Name that Number, pg 111, TE</p> <p>Math Boxes, pg 110 &amp; 104, TE</p> <p>Introduce Parts and Total Diagram (math message) pg 148, TE</p> <p>Adding three for Four Numbers in any Order, pg 149, TE</p> <p>Using the Guide to Solving Number Stories, pg 149, TE</p> <p>Math Boxes, pg 151, TE</p>

		<p><b>Materials:</b>  Fact Triangles, MM pg 36  Student Reference Book  Math Journal  Class Number Grid  Dice  Number Cards (math game kit)  Student Number Grids  Example of part-total diagram  Brain Pop</p> <p><b>Assessment Models:</b>  Homelinks  Math Journal  Math Boxes</p> <p><b>Supplemental Resources:</b>  Adding with Base-10 Blocks and Addition and Subtraction Puzzles, pg 151, TE  Class Part-Total Diagram Chart Laminated  Base 10 Blocks  White-Boards  I Pad Addition Games</p>
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<p><b>Suggested days of Instruction</b></p> <p style="text-align: center;">Q1 Day 16</p>	<p><b>Big Idea: Operations and Algebraic Thinking</b></p>	<p><b>Topic:</b> <i>Solve problems involving four operations, and identify and explain patterns in arithmetic.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<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><b>Essential Questions:</b> What are the properties of whole numbers?</p> <p><b>Enduring Understandings:</b> Numbers can be classified by attributes.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Teaching the Lesson, pg 113, TE Follow Up Review Complete Math Masters, pg 116, TE Creating “What’s My Rule?” Tables, pg 116, TE</p> <p><b>Materials:</b> Class Input Output Box</p> <p><b>Assessment Models:</b> Homelinks MathBox Math Journal</p> <p><b>Supplemental Resources:</b> Class Input Output Box Creating “What’s My Rule?” Tables Number Cards for Addition and Subtraction Fact Triangles</p>



<p><b>Suggested days of Instruction:</b></p> <p style="text-align: center;">Q1 Day 17 - 21</p>	<p>Big Idea: <b>Operations and Algebraic Thinking</b> <b>Number and Operations in Base Ten</b></p>	<p><b>Topic:</b> <i>Understand properties of multiplication and the relationship between multiplication and division.</i> <i>Solve problems involving four operations, and identify and explain patterns in arithmetic.</i> <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i></p> <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>3.NBT.2 3.MD. 7C</p>	<p><b>Essential Questions:</b> What are the properties of whole numbers?</p> <p><b>Enduring Understandings:</b> Numbers can represent relationships.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Using the Guide to Solving Number Stories, pg 113, TE Introduce Guide to Solving Number Stories, pg 119, TE, pg 406 MM Solving a Change-to-More/Less Number Story, pg 124, TE Solving Comparison Number Stories, pg 132, TE Math Boxes Make Work Bank Chart for Vocabulary</p> <p><b>Materials:</b> Class Part-Part-Total Chart Class Start-Change-End Diagram Class Quantity Difference Diagram Student Reference Book Chart Paper</p> <p><b>Assessment Models:</b> Homelinks Mathboxes Math Journal Number Story</p> <p><b>Supplemental Resources:</b> Wipe off Boards</p>

		Counters MM, pg 409 MM, pg 407 <a href="http://www.mathplayground.com/GrandSlamMath1.html">http://www.mathplayground.com/GrandSlamMath1.html</a>
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<p><b>Suggested days of Instruction</b> Q1 Day 22 &amp; 23</p>	<p><b>Big Idea: Number and Operations in Base Ten</b></p>	<p><b>Topic:</b> Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.NBT.2</p>	<p><b>Essential Questions:</b> In what ways can numbers be composed or decomposed?</p> <p><b>Enduring Understandings:</b> Place Value is based on groups of ten.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Vocabulary Math Bank Chart, pg 136 and 140, TE Modeling the Partial Sums Method for 3-Digits, pg 137, TE Practicing Partial Sums, pg 138, TE Modeling 2-Digit Numbers with Base-10 Blocks (partners) Math Boxes 1- 5, pg 139</p> <p><b>Materials</b> Base-10 Blocks Place Value Wipe-off Boards</p> <p><b>Assessment Models:</b> Homelinks Mathbox Math Journal</p> <p><b>Supplemental Resources:</b> Base-10 Blocks Place Value Wipe-off Boards (See Bentivegna) MM pg 53</p>



<b>Suggested days of Instruction</b> Q1 Day 24 & 25	<b>Big Idea: Progress Check</b>	<b>Topic: Unit Test</b>
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
		<b>Review and Progress Check</b>



<p><b>Suggested days of Instruction</b></p> <p>Q1</p> <p>Day 26 &amp; 27</p>	<p><b>Big Idea: Centers, Enrichment, and Interventions</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p>The student will be able to:</p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
	<p><b>Essential Questions:</b></p> <p>How does finding the common characteristics among similar problems help me to be a more efficient problem solver?</p> <p><b>Enduring Understandings:</b></p> <p>The problem in front of you is a member of a larger class of problems.</p>	<p><b>Learning Activities:</b></p> <p><b>Enrichments/Centers:</b></p> <p>FACEing Math Create #2</p> <p>Create a face with word problems (SEE BENTIVEGNA)</p>



<p><b>Suggested days of Instruction</b> Q1 Day 28-31</p>	<p><b>Big Idea: Measurement and Data</b></p>	<p><b>Topic:</b> <i>Represent and interpret data.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.MD.4</p>	<p><b>Essential Questions:</b> Why do I need a standardized units of measurement?</p> <p><b>Enduring Understandings:</b> Standard units of measure enable people to interpret results or data.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Math Message pg 177, TE Reading a Ruler and Measuring to the Nearest to an Inch and ½ Inch, pg 177, TE, MM pg 413 (Don't teach ¼ inch) Ruler A and B on pg 178, TE Playing Addition Top-It, pg 180, TE Ruler Number Line, pg 181, TE Add to Word Bank, pg 181, TE Math box pg 181, TE Review Customary Units and Metric, pg 184, TE Measure Hunt, pg 184, TE Estimating Lengths, #1, pg 185, TE Math Box pg 187, TE</p> <p><b>Materials:</b> Ruler MM pg 413 Paper Number Cards Word Bank Chart Yard Stick Tape Measure 12" ruler Math Journal pg 60 &amp; 61</p>



		<p><b>Assessment Models:</b> Math Journal Math Boxes</p> <p><b>Supplemental Resources:</b> Rulers Tape Measure Number Cards <a href="http://www.pbs.org/parents/earlymath/grades_games_timetomove.html">http://www.pbs.org/parents/earlymath/grades_games_timetomove.html</a></p>
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<p><b>Suggested days of Instruction</b> Q1 Day 32-34</p>	<p><b>Big Idea: Measurement and Data</b></p>	<p><b>Topic:</b> <i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i></p> <p><i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.MD.5 3.MD.5a 3.MD.5b 3.MD.6 3.MD.7a 3.MD.7d  3.MD.8</p>	<p><b>Essential Questions:</b> What types of problems are solved with measurement?</p> <p><b>Enduring Understandings:</b> Objects have distinct attributes that can be measured.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Making Polygons out of Straws, pg 189, TE Student Reference page 109 Revisiting the Concept of Perimeter, pg 191, TE Exploring Perimeter, pg 193, TE Perimeter, MM pg 68 Exploration A, B &amp; C, pg 203, TE (Exploration A use pennies to count square, pg 216) Straw Triangles, MM pg 70 Math Box pg 204, TE</p> <p><b>Materials:</b> Straws Twist-ties Student Reference Book Centimeter Grid Paper, MM 416 Geoboards Pattern Blocks Pennies</p> <p><b>Assessment Models:</b> Homelinks Mathboxes Journals</p>

		<b>Supplemental Resources:</b> Straws Twist-ties Geoboards Pattern Blocks Grid Paper
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<p style="text-align: center;"><b>Suggested days of Instruction:</b> Q1 Day 35 &amp; 36</p>	<p><b>Big Idea: Measurement and Data</b></p> <p><b>Operations and Algebraic Thinking</b></p>	<p><b>Topic:</b> <i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i></p> <p><i>Multiply and divide within 100.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.MD.5 3.MD.5a 3.MD.5b 3.MD.6 3.MD.7a 3.MD.7b</p> <p>3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p><b>Essential Questions:</b> What types of problems are solved with measurement?</p> <p><b>Enduring Understandings:</b> Objects have distinct attributes that can be measured.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Finding the Areas of Rectangles by Counting Squares, pg 209, TE Subtraction Top-It, pg 209, TE Exploring Cube Configurations, pg 210, TE Mathbox, pg 209, TE Finding the Areas of Rectangles, pg 214, TE Practicing Finding the Areas of Rectangles, pg 215, TE Mathboxes, pg 216, TE</p> <p><b>Materials:</b> Number Cards Base-10 Blocks Centimeter Grid Paper, MM pg 416 &amp; 417 Pennies</p> <p><b>Assessment Models:</b> Homelinks Mathboxes Math Journal</p> <p><b>Supplemental Resources:</b> Base-10 Blocks Grip Paper Pennies</p>

<p><b>Suggested days of Instruction:</b> Q1 Day 37 &amp; 38</p>	<p><b>Big Idea: Progress Check &amp; Enrichment</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p><b>Review and Progress Check</b></p>

<p><b>Suggested days of Instruction</b> Q1 Day 39 &amp; 40</p>	<p><b>Big Idea: Centers, Enrichment, and Interventions</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
	<p><b>Essential Questions:</b> How do I determine the best numerical representation for a given situation?</p> <p><b>Enduring Understandings:</b> The problem in front of you is a member of a larger class of problems.</p>	<p><b>Learning Activities:</b></p> <p>Enrichment: 3.5, 3.9</p> <p>Centers: Area and Perimeter Making Polygons with Twist-ties</p>

<p><b>Suggested days of Instruction</b>  <b>Q1</b>  <b>Day 41 &amp; 42</b></p>	<p><b>Big Idea: Benchmark Testing</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p><b>Benchmark Test</b></p>



<p align="center"><b>Suggested days of Instruction</b> <b>Q2</b> <b>Day 1 &amp; 2</b></p>	<p><b>Big Idea: Operations and Algebraic Thinking</b></p> <p><b>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</b></p> <p><b>Number and Operations in Base Ten</b></p>	<p><b>Topic:</b> <i>Represent and solve problems involving multiplication and division.</i></p> <p><i>Understand properties of multiplication and the relationship between multiplication and division.</i></p> <p><i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.1 Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> 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 <math>5 \times 7</math>.</i></p> <p>3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> 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 <math>56 \div 8</math>.</i></p> <p>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.</p> <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 <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></i></p>	<p><b>Essential Questions:</b></p> <p>How do I know which mathematical operation to use?</p> <p><b>Enduring Understandings:</b></p> <p>The relationships among the operations and their properties promote computational fluency.</p>	<p><b>Learning Activities:</b></p> <p><i>Everyday Math:</i></p> <p>Add Vocabulary to Word Bank</p> <p>Math Message Follow-Up &amp; Using Multiplication/Division Diagrams, pg 243, TE</p> <p>Solving Number Stories about Equal Groups, pg 245, TE</p> <p>Solving Multiplication Stories, pg 246, TE</p> <p>Math Message Follow-Up, pg 255, TE</p> <p>Solving Equal-Sharing Number Stories with Counters, pg 256, TE</p> <p>Solving Equal-Grouping Number Stories, pg 256, TE</p> <p>Mathbox, pg 258, TE</p> <p><b>Materials:</b></p> <p>MM pg 419</p> <p>Class Multiplication/Division Diagram</p> <p>Student Reference Books</p> <p>Math Journal pg 79</p> <p>Counters</p> <p><b>Assessment Models:</b></p> <p>Homelinks</p>

<p>3.OA.6 Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i></p> <p>3.NBT.2</p>		<p>Math Boxes Math Journal</p> <p><b>Supplemental Resources:</b> Counters Coordinate Grid <a href="http://multiplication.com/interactive_games.htm">http://multiplication.com/interactive_games.htm</a> <a href="http://www.mathcats.com/grownupcats/ideabankmultiplication.html">http://www.mathcats.com/grownupcats/ideabankmultiplication.html</a></p>
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<p style="text-align: center;"><b>Suggested days of Instruction</b> <b>Q2</b> <b>Day 2 &amp; 3</b></p>	<p><b>Big Idea: Operations and Algebraic Thinking</b></p> <p><b>Measurement and Data</b></p>	<p><b>Topic:</b> <i>Represent and solve problems involving multiplication and division.</i></p> <p><i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b></p> <p><b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.1 Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> 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 <math>5 \times 7</math>.</i></p> <p>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.</p> <p>3.MD.7a 3.MD.7b</p>	<p><b>Essential Questions:</b></p> <p>How do I know which computational method to use?</p> <p><b>Enduring Understandings:</b></p> <p>Operations create relationships between numbers.</p>	<p><b>Learning Activities:</b></p> <p>Math Message Follow-Up, pg 249, TE</p> <p>Building Arrays, pg 253, TE</p> <p>Solving Multiplication Number Stories Using Arrays, pg 250, TE</p> <p>Representing Multiplication Situations with Arrays, pg 250, TE</p> <p>Solving More Multiplication Number Stories, pg 251, TE</p> <p>Math Boxes, pg 252, TE</p> <p><b>Materials</b></p> <p>Counters</p> <p>Egg Carton</p> <p>Box of Crayons</p> <p>Arrays</p> <p>Math Journal, pg 419</p> <p><b>Assessment Models:</b></p> <p>Homelinks</p> <p>Mathboxes</p> <p>Math Journal</p> <p><b>Supplemental Resources:</b></p> <p>Counters</p> <p>Arrays</p> <p>Egg Carton</p> <p><a href="http://multiplication.com/interactive_games.htm">http://multiplication.com/interactive_games.htm</a></p> <p><a href="http://www.mathcats.com/grownupcats/ideabankmultiplication.html">http://www.mathcats.com/grownupcats/ideabankmultiplication.html</a></p>

<p style="text-align: center;"><b>Suggested days of Instruction</b> Q2 Day 4-9</p>	<p><b>Big Idea: Operations and Algebraic Thinking</b></p> <p><i>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</i></p>	<p><b>Topic:</b> <i>Represent and solve problems involving multiplication and division.</i></p> <p><i>Understand properties of multiplication and the relationship between multiplication and division.</i></p> <p><i>Multiply and divide within 100.</i></p> <p><i>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.1 Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> 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 <math>5 \times 7</math>.</i></p> <p>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.</p> <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 <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></i></p> <p>3.OA.6 Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i></p> <p>3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <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</i></p>	<p><b>Essential Questions:</b> How do mathematical operations relate to each other?</p> <p><b>Enduring Understandings:</b> The relationships among the operations and their properties promote computational fluency.</p>	<p><b>Learning Activities:</b></p> <p>Day 4-6:</p> <p>Math Message (Show how it is solved in Multiplication too), pg 261, TE</p> <p>Using Number Models and Diagrams for Division Stories, pg 262, TE</p> <p>Add to Vocabulary Word Bank, pg 262, TE</p> <p>Solving Multiplication and Division Number Stories, pg 263, TE</p> <p>Multiplication Flash Cards</p> <p>Math Box pg 264, TE</p> <p>Math Message Follow-Up, pg 273, TE</p> <p>Introducing Multiplication/Division Fact Families, pg 274, TE</p> <p>Using Fact Table and Fact Families, pg 274, TE</p> <p>Math Box, pg 276, TE</p> <p>Multiplication Baseball (Everyday Math Game)</p> <p>Day 7 &amp; 8</p> <p>Math Message Follow-Up, pg 267, TE</p> <p>Reviewing the Importance of Fact Power, pg 276, TE</p> <p>Reviewing Shortcuts for Multiplication Facts,</p>

*equal addends.*

pg 267, TE

Taking the Fact Power Challenge, pg 269, TE

Introducing Multiplication/Division Fact Families, pg 274, TE

Using Fact Table and Fact Families, pg 274, TE

Math Box, pg 276, TE

Multiplication Baseball (Everyday Math Game) 4.7

Math Boxes and Homelink, pg 281, TE

Day 9

Math Message Follow-Up, pg 284, TE

Exploration B & C, pg 284, TE

Math Boxes, pg 286, TE

**Materials**

MM pg 419

Class Multiplication/Division Diagram

Counters

MM pg 407

Students Addition/Subtraction Fact Families

Fact Triangles, Math Journal 1, Activity Sheet 1

MM pg 421

MM pg 98

Dice

MM pg 95

MM pg 106

Math Journal pg 93

Fact Platters

**Assessment Models:**

Homelinks

Math boxes

Math Journal

**Supplemental Resources:**

Counters

Multiplication/Division Diagram



<p style="text-align: center;"><b>Suggested days of Instruction</b> <b>Q2</b> <b>Day 10 &amp; 11</b></p>	<p><b>Big Idea: Progress Check</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p style="text-align: center;"><b>Review and Progress Check</b></p>

<p>Suggested days of Instruction Q2 Day 12 &amp; 13</p>	<p>Big Idea: Centers, Enrichment, and Interventions</p>	<p>Topic: <b>Unit 4 needs to be completed before Winter Break</b></p>
<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Enduring Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>
	<p><b>Essential Questions:</b> A problem solver understands what has been done, knows why the process was appropriate, and can support it with reasons and evidence.</p> <p><b>Enduring Understandings:</b> How do I know where to begin when solving a problem?</p>	<p><b>Learning Activities:</b></p> <p><b>Enrichment:</b> Writing Multiplication and Division Number Stories Practicing Multiplication Facts, i.e. games, cards, fact platters, computer</p> <p><b>Centers:</b> Websites, Fact Triangles, Multiplication Wars</p>



<p><b>Suggested days of Instruction</b>  <b>Q2</b>  <b>Day 14 &amp; 15</b></p>	<p><b>Big Idea: Review - Centers, Enrichment, and Intervention</b></p>	<p><b>Topic: Centers, Enrichment, and Intervention</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
	<p><b>Essential Questions:</b>          What is the relationship between solving problems and computation?</p> <p><b>Enduring Understandings:</b>          The ability to solve problems is the heart of mathematics.</p>	<p><b>Learning Activities:</b>  <b>Review any and all Units needed</b>  <b>Use Websites, Centers, and other enrichments</b></p>

<p><b>Suggested days of Instruction</b> Q2 Day 16 &amp; 17</p>	<p><b>Big Idea:Geometry</b>  <b>Number and Operations - Fractions</b></p>	<p><b>Topic:</b> <i>Reason with shapes and their attributes.</i>  <i>Develop understanding of fractions as numbers.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.G.2 3.NF.1</p>	<p><b>Essential Questions:</b> What are efficient methods for working with fractions?</p> <p><b>Enduring Understandings:</b> Computation involves taking apart and combining numbers using a variety of approaches.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Math Message Follow-Up, pg 649, TE Start a new Vocabulary Chart Reviewing Fractions as Names for Parts of Regions, pg 650, TE Reviewing Fractions as Names for Parts of Sets, pg 651, TE Using Fractions to Names Parts of Regions and Sets, pg 651, TE Solving Fraction Puzzles (Use fraction worksheets from Bentivegna) Math Boxes, pg 652 Practice with Fact Triangles</p> <p><b>Materials:</b> Magnetic Bars (See Bentivegna) MM pg 247 Class Fraction Strips Class Fraction Numberline Poster</p> <p><b>Assessment Models:</b> Homelinks Math Boxes Math Journal</p> <p><b>Supplemental Resources:</b></p>

		Fraction Circles Fraction Strips Fraction Puzzle Worksheet
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<p style="text-align: center;"><b>Suggested days of Instruction</b> Q2 Day 18</p>	<p><b>Big Idea: Operations and Algebraic Thinking</b></p>	<p><b>Topic:</b> <i>Represent and solve problems involving multiplication and division.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>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.</p>	<p><b>Essential Questions:</b> How do I decide what strategy I will use to problem solve?</p> <p><b>Enduring Understandings:</b> The context of a problem determines the reasonableness of a solution.</p>	<p><b>Learning Activities:</b> Everyday Math: Math Message Follow-Up, pg 655, TE Making Predictions in a Random-Draw Experiment (using multiplication), pg 655, TE Math Journal, pg 656, TE Math Boxes, pg 657, TE Exploring Dice Data, pg 658, TE No Homelinks</p> <p><b>Materials:</b> Dice MM pg 241 Different Color Cubes</p> <p><b>Assessment Models:</b> Math Boxes Math Journal</p> <p><b>Supplemental Resources:</b> Different Color Cubes</p>

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<p><b>Suggested days of Instruction</b> Q2 Day 19-25</p>	<p><b>Big Idea: Geometry</b>  <b>Number and Operations - Fractions</b></p>	<p><b>Topic:</b> <i>Reason with shapes and their attributes.</i>  <i>Develop understanding of fractions as numbers.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.G.2  3.NF.1 3.NF.2 3.NF.2a 3.NF.2b 3.NF.3 3.NF.3a 3.NF.3b 3.NF.3c 3.NF.3d</p>	<p><b>Essential Questions:</b> How can fractions be modeled, compared, and ordered?  <b>Enduring Understandings:</b> Fractions, decimals, and percents express a relationship between two numbers.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Day 19 &amp; 20 Math Message Follow-Up, pg 660, TE Exploration A, B, &amp; C Play Multiplication Bingo, pg 662 Math Boxes, pg 663, TE <b>Day 21 &amp; 23</b> <b>Math Message Follow-Up, pg 666, TE</b> <b>Making Numberline Poster, pg 667, TE</b> <b>Reviewing Concepts, pg 668, TE</b> <b>Solving Frames and Arrows, pg 669</b> <b>Math Boxes, pg 669, TE</b> <b>Day 24 &amp; 25</b> Build to Vocabulary Word Bank Math Message Follow-Up, pg 672, TE Fraction Cards to Extend Concepts, pg 672, TE Investigating Equivalent Fractions, pg 673, TE Identifying Fractions, pg 673, TE</p>

Game:Equivalent Fractions (MM pg 253,254,255)

Game: Web (In supplemental resources)

Math Boxes, pg 675, TE

**Materials:**

Crayons

Glue

Scissors

Pattern Blocks

Multiplication Bingo Cards

Bingo Chips

Student Reference Book

Paper

Class Fraction Strip Poster

MM, pg 247

MJ, pg 191

MJ, pg 192

MJ, pg Activity 5

Ruler

**Assessment Models:**

Homelinks

Math Journal

Math Boxes

**Supplemental Resources:**

Pattern Blocks

Equivalent Fraction Cards

Fraction Strips

Paper

<http://pbskids.org/cyberchase/games/equivalentfractions/>



<p><b>Suggested days of Instruction</b> Q2 Day 26 &amp; 27</p>	<p><b>Big Idea: Fractions</b></p>	<p><b>Topic: Fractions</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
	<p><b>Essential Questions:</b> How can fractions be modeled, compared, and ordered?</p> <p><b>Enduring Understandings:</b> Fractions, decimals, and percents express a relationship between two numbers.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Math Message Follow-Up, pg 678, TE Comparing Fractions to <math>\frac{1}{2}</math>, 0, and 1, pg 678, TE Fraction Top-It, pg 679, TE Equivalent Fraction Game, pg 679, TE Comparing and Ordering Fractions, (use post-its) pg 681, TE Math Boxes, pg 680</p> <p><b>Materials</b> Post-its Fraction Cards</p> <p><b>Assessment Models:</b> Math Boxes Homelinks</p> <p><b>Supplemental Resources:</b> Fraction Cards Post-its <a href="http://www.bbc.co.uk/skillswise/numbers/fractiondecimalpercentage/fractions/comparingfractions/game.shtml">http://www.bbc.co.uk/skillswise/numbers/fractiondecimalpercentage/fractions/comparingfractions/game.shtml</a></p>

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<p><b>Suggested days of Instruction</b> Q2 Days 28 &amp; 29</p>	<p><b>Big Idea: Number and Operations - Fractions</b></p>	<p><b>Topic:</b> <i>Develop understanding of fractions as numbers.</i></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.NF.2 3.NF.2a 3.NF.2b</p>	<p><b>Essential Questions:</b> How are common fractions, decimals, and percents alike and different?</p> <p><b>Enduring Understandings:</b> Fractions, decimals, and percents express a relationship between two numbers.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Math Message Follow-Up/Mental Math, pg 689, TE Writing and Solving Number Stories, pg 689, TE Solving Fraction Stories, pg 691, TE Math Journal Pages, pg 691 Reviewing the Line Plot Routine, pg 692, TE Read “Math Curse” by Jon Scieszka, Lane Smith in Books, pg 693, TE Math Boxes, pg 693, TE</p> <p><b>Materials:</b> Post-its Fraction Strips Fraction Number-Line “Math Curse” by Jon Scieszka</p> <p><b>Assessment Models:</b> Homelinks Math Boxes Math Journal</p> <p><b>Supplemental Resources:</b> Visual Line Plot Graph Fraction Strips</p>



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<p><b>Suggested days of Instruction</b> Q2 Days 30 &amp; 31</p>	<p><b>Big Idea: Review and Progress Check</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p><b>Review and Progress Check</b></p>

<p><b>Suggested days of Instruction</b> Day 32 - 35</p>	<p><b>Big Idea:</b> Centers/Enrichment/Interventions</p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts /</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary</b></p>

Cumulative Progress Indicators (CPI's) The student will be able to:		Activities / Assessment Model
	<p><b>Essential Questions:</b> How do I decide what strategy will work best in a given problem situation.</p> <p><b>Enduring Understandings:</b> A problem solver understands what has been done, knows why the process was appropriate, and can support it with reasons and evidence.</p>	<p><b>Learning Activities:</b> <b>Enrichment:</b> 8.7 Fraction Games Websites</p> <p>Centers: Fraction Top-It Equivalent Fractions Game Websites</p>

<p><b>Suggested days of Instruction</b> Q3 Days 1 - 3</p>	<p><b>Big Idea:Operations and Algebraic Thinking</b></p>	<p><b>Topic:</b> Represent and solve problems involving multiplication and division</p>
<p><b>Objectives / Cluster Concepts /</b></p>	<p><b>Essential Questions,</b></p>	<p><b>Instructional Tools / Materials / Technology /</b></p>

Cumulative Progress Indicators (CPI's) The student will be able to:	Enduring Understandings	Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<p>3.OA.2;</p> <p>3.OA.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 true in each of the equations <math>8 \times ? = 48</math></p> <p>3.OA.6: Understand division as an unknown-factor problem</p>	<p><b>Essential Questions:</b></p> <p>How do mathematical operations relate to each other?</p> <p><b>Enduring Understandings:</b></p> <p>Operations create relationships between numbers.</p>	<p><b>Learning Activities:</b></p> <p><i>Everyday Math:</i></p> <p>Math Message Follow-Up, pg 577, TE</p> <p>Finding Patterns in the Multiplication/Division Facts Table, pg 578, TE</p> <p>Exploring Multiplication Patterns, pg 579, TE</p> <p>Playing Name that Number (IPad), pg 579, TE</p> <p>Math Message Follow-Up, pg 583, TE</p> <p>Identify the Multiplication Facts to Be Learned, pg 584, TE</p> <p>Cutting Out and Practicing Fact Triangles, 585, TE</p> <p>Finding Patterns in the 9s Facts, pg 587, TE (whole group then small group)</p> <p>Math Message Follow-Up, pg 589, TE</p> <p>Solving Multiplication and Division Facts, pg 591, TE</p> <p>Solving Problems with Multiplication Diagrams, pg 592, TE</p> <p><b>Materials:</b></p> <p>MM pg 207, 208</p> <p>Counters</p> <p>Student Reference Book</p> <p>I pad</p> <p>MJ pg 159</p> <p>MJ, Activity Sheet 3</p> <p>MM pg 214</p> <p><b>Assessment Models:</b></p> <p>Homelink</p> <p>Math Boxes</p> <p>Math Journal</p> <p><b>Supplemental Resources:</b></p> <p>I pad</p>

		Fact Triangles Multiplication Fact Table
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<p><b>Suggested days of Instruction</b> Q3 Day 4</p>	<p><b>Big Idea:Operations and Algebraic Thinking</b> Represent and solve problems involving multiplication and division</p>	<p><b>Topic:</b> Represent and solve problems involving multiplication and division</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.3; 3.OA.8</p>	<p><b>Essential Questions:</b> What kinds of experiences help develop number sense?</p> <p><b>Enduring Understandings:</b> Number sense develops through experience.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Math Message Follow-Up, pg 595, TE Build on Vocabulary Word Bank Comparing Punctuation Marks to Parentheses, pg 595, TE Writing Number Models with Parentheses, pg 597, TE Math Boxes, pg 598, TE</p> <p><b>Materials:</b> MM pg 406 MJ2, pg 164 Cut outs of operation cards and parentheses Number Cards</p> <p><b>Assessment Models:</b> Homelinks Math Boxes Math Journal</p> <p><b>Supplemental Resources:</b> Tactile Center</p>

<p><b>Suggested days of Instruction</b> Q3 Days 5 &amp; 6</p>	<p><b>Big Idea: Number and Operations in Base Ten</b></p>	<p><b>Topic:</b> Use place value understanding and properties of operations to perform multi-digit arithmetic</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.NBT.1; 3.NBT.3; 3.OA.3; 3.OA.8</p>	<p><b>Essential Questions:</b> How does finding patterns help in counting and/or computation?</p> <p><b>Enduring Understandings:</b> Patterns can grow and repeat.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Multiplying by Multiples of 10, 100, and 1000s, pg 608, TE Dividing Multiples of 10, 100, and 100s, pg 609, TE Solving Extended Multiplication and Division Facts, pg 610, TE Math Boxes, pg 610, TE Math Message Follow-Up, pg 619, TE Introducing Products of Multiples of 10, pg 619, TE Finding Products of Multiples of 10, pg 620, TE Line Graph of Sunrise/Sunset Playing Baseball Multiplication with Tens, pg 623, TE</p> <p><b>Materials:</b> MM, pg 221 MM, pg 445 Base ten blocks</p> <p><b>Assessment Models:</b> Homelinks Math Boxes Math Journal</p> <p><b>Supplemental Resources:</b> Dominoes Base Ten Blocks</p>

<p><b>Suggested days of Instruction</b> Q3 Day 7</p>	<p><b>Big Idea: Number and Operations in Base Ten</b></p>	<p><b>Topic:</b> Use place value understanding and properties of operations to perform multi-digit arithmetic</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.NBT.1; 3.OA.8</p>	<p><b>Essential Questions:</b> What are strategies to make a reasonable estimate.</p> <p><b>Enduring Understandings:</b> Estimation is a way to get an approximate answer.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Mental Math/Math Message, pg 613, TE Reviewing the Meaning of Estimation, pg 613, TE Estimating Costs, pg 614, TE Solving Problems by Estimation, pg 615, TE Rounding Numbers, pg 617, TE Math Boxes, pg 616, TE</p> <p><b>Materials:</b> Objects for examples MM pg. 222 Student Reference Book</p> <p><b>Assessment Models:</b> Homelinks Math Boxes Math Journal</p> <p><b>Supplemental Resources:</b> <a href="http://pbskids.org/itsmylife/games/mad_money_flash.html">http://pbskids.org/itsmylife/games/mad_money_flash.html</a></p>

<b>Suggested days of Instruction</b> <b>Q3</b> <b>8 &amp; 9</b>	<b>Big Idea:</b> <b>Review and Progress Check</b>	<b>Topic:</b>
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Enduring Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
		<b>Review and Progress Check</b>



Suggested days of Instruction Q3 Day 10	Big Idea: Centers/Enrichment/Interventions	Topic:
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p><b>Essential Questions:</b> What are the tools of measurement and how are they used?</p> <p><b>Enduring Understandings:</b> Standard units provide common language for communication of measurements.</p>	<p><b>Learning Activities:</b></p> <p><b>Enrichment</b> 7.9, High and Low Temperatures, pg 621, 7.5</p> <p><b>Centers</b> Baseball Multiplication, Websites</p>

<p><b>Suggested days of Instruction</b>  <b>Q3</b>  <b>Days 11 - 13</b></p>	<p><b>Big Idea:</b>  <b>Number and Operations in Base Ten</b></p>	<p><b>Topic:</b> Use place value understanding and properties of operations to perform multi-digit arithmetic</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.3; 3.OA.8;  3.NBT.3</p>	<p><b>Essential Questions:</b>  How does finding the common characteristics among similar problems help me to be a more efficient problem solver?</p> <p><b>Enduring Understandings:</b>  The problem in front of you is a member of a class of problems.</p>	

<p><b>Suggested days of Instruction</b> Q3 Day 14</p>	<p><b>Big Idea: Number and Operations in Base Ten</b></p>	<p><b>Topic:</b> Use place value understanding and properties of operations to perform multi-digit arithmetic</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.3</p>	<p><b>Essential Questions:</b> How do I need mathematical operations?</p> <p><b>Enduring Understandings:</b> There are many ways to represent a number.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Math Message Follow-Up, pg 725, TE Modeling Multiplication with Base-10 Blocks, pg 725, TE Exploration A, B, &amp; C Math Boxes, pg 728, TE</p> <p><b>Materials:</b> MM pg. 273 MJ2 pg 211 MM pg 272 MJ2 pg 212 MM pg 277 Geoboards Base-10 blocks</p> <p><b>Assessment Models:</b> Homelinks Math Journal Math Boxes</p> <p><b>Supplemental Resources:</b> Base-10 Blocks Geoboards Graphic Organizer of Grids</p>

<p><b>Suggested days of Instruction</b> Q3 Days 15 - 18</p>	<p><b>Big Idea: Measurement and Data</b></p>	<p><b>Topic:</b> Geometric measurement: understand concepts of area and relate are to multiplication and addition</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.MD.7a; 3.MD.7b; 3.MD.7c</p>	<p><b>Essential Questions:</b> What types of problems are solved with measurement?</p> <p><b>Enduring Understandings:</b> Objects have distinct attributes that can be measured.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Mental Math/Follow-Up pg 761, TE Exploring the Lattice Method of Multiplication(enrichment), pg 761, TE Add to Vocabulary Word Bank Practicing Lattice Multiplication(<b>enrichment</b>), pg 763, TE Playing Factor Bingo, pg 763, TE Math Boxes, pg 764, TE Multiplying and Dividing Multiples of 10 In Music, pg 765, TE Extending the Partial-Products Algorithm, pg 774, TE (<b>Focusing on tiling and area, as well</b>) Extending the Partial-Products Algorithm (<b>Focus on tiling and area, as well</b>) Mathboxes, pg 781 &amp; 776 Practice Fact Triangles and Lattice, pgs 782 &amp; 783, TE</p> <p><b>Materials:</b> MJ2 pg 226 Class Lattice Outline (on Page 762) MJ2 pg 227 MM pg 448 Student Reference Book MM pg 311 MM pg 307 MJ2 pg 230 MM pg 304</p>

		<p>NJ2 pg 233 MJ 2 229 Class Visual of Steps of a Partial-Product Algorithm</p> <p><b>Assessment Models:</b> Homelinks Math Boxes Math Journals</p> <p><b>Supplemental Resources:</b> Tiles Grid Paper Graphic Organizer of Lattice Visual Example of Breakdown for Partial-Product Algorithm</p>
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<p><b>Suggested days of Instruction</b> Q3 Day 19</p>	<p><b>Big Idea:Operations and Algebraic Thinking</b></p>	<p><b>Topic:</b> Represent and solve problems involving multiplication and division</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.2</p>	<p><b>Essential Questions:</b> How do mathematical operations relate to each other?</p> <p><b>Enduring Understandings:</b> Operations create relationships between numbers.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Math Message Follow-Up/Mental Math, pg 743, TE Identifying Factors of a Whole Number, pg 744, TE Introducing and Playing Factor Bingo, 745, TE Using The Partial-Product Algorithm(<b>enrichment</b>), pg 246, TE Play Finding Factors, pg 747, TE Math Boxes, pg 746, TE</p> <p><b>Materials:</b> Egg Cartons MJ2 pg 219 MJ2 pg 220 MM pg 287 Factor Bingo Cards</p> <p><b>Assessment Models:</b> Homelinks Math Boxes Math Journals</p> <p><b>Supplemental Resources:</b> Objects in Egg Cartons Factor Bingo Class Graphic Organizer of Partial-Product Algorithm Multiplication and Division Fact Table</p>

<p><b>Suggested days of Instruction</b>  <b>Q3</b>  <b>Days 20 - 23</b></p>	<p><b>Big Idea:</b>  <b>Enrichment/Centers/Interventions</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
	<p><b>Essential Questions:</b>  How do I know where to begin solving a problem?</p> <p><b>Enduring Understandings:</b>  The ability to solve problems is the heart of mathematics.</p>	<p><b>Learning Activities:</b></p> <p><b>Enrichment:</b>  9.10, Writing Multiplication and Division Number Stories, Finding All Possible Areas pg 729, Fraction Top-It</p> <p><b>Centers:</b> Using Multiplication/Division Diagrams pg 723, Websites, Practice with Lattice or Partial-Product Algorithms, Multiplication Top-It,</p>

<p><b>Suggested days of Instruction</b>  <b>Q3</b>  <b>Days 25 &amp; 25</b></p>	<p><b>Big Idea:</b>  <b>Review and Progress Check</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p><b>Review and Progress Check 9</b></p>



<p><b>Suggested days of Instruction</b>  <b>Q4</b>  <b>Days 1 - 3</b></p>	<p><b>Big Idea:Geometry</b></p>	<p><b>Topic:</b> Reason with shapes</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.G.1</p>	<p><b>Essential Questions:</b>  How are geometric shapes and objects classified?</p> <p><b>Enduring Understandings:</b>  Analyzing geometric relationships develops reasoning and justification skills.</p>	<p><b>Learning Activities:</b>  <i>Everyday Math:</i>  Math Message Follow-Up, pg 421, 427 &amp; 433, TE  Vocabulary Word Bank, pg 431  Naming Triangles/Quadrangles/Polygons, pg 422 &amp; 428TE  Constructing Triangles /Quadrangles/Polygons with Straws, pg 422, 428 &amp; 433, TE  Measuring and Estimating the Perimeter the Side of a Triangle/Quadrangles/Polygons pg 423, 429 &amp; 435 TE  Brain Pop Video on Polygons  Discussing Characteristics of Polygons: Introducing Regular Polygons  Playing Touch and Match Quadrangles, pg 430, TE  Playing Shading Shapes, pg 431, TE  Sorting Geometry Vocabulary, pg 437, TE  Math Boxes, pg 424, 435 &amp;430, TE</p> <p><b>Materials:</b>  Straws  Twist-ties  MJ1 pg 134  Student Reference Book  MM pg 174  MJ1 pg 136  Venn Diagram  MM pg 177</p>

		<p>MM pgs 457 &amp; 458 MJ 1 pg 138 Class Vocabulary Meaning Chart MM pg 179</p> <p><b>Assessment Models:</b> Homelinks Math Boxes Math Journals</p> <p><b>Supplemental Resources:</b> Venn Diagram Sorting Geometry Vocabulary Straws and Twist-ties Brain Pop Video and Questions</p>
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<p><b>Suggested days of Instruction</b> Q4 Day 4</p>	<p><b>Big Idea:Geometry</b></p>	<p><b>Topic:</b> Fractional Geometry</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.G.2</p>	<p><b>Essential Questions:</b> How are geometric figures constructed?</p> <p><b>Enduring Understandings:</b> Points, lines, and planes are the foundation of geometry.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Math Message Follow-Up, pg 451, TE Use the following as a basis, but add fractional parts: Exploring Properties of Symmetric Figures, pg 451, TE Completing Symmetric Figures, pg 452, TE Math Boxes, pg 147, TE</p> <p><b>Materials:</b> MM pg 185 MJ 1 pg 146 MM pg 186 MM pg 187 Symmetric Pictures and Objects</p> <p><b>Assessment Models:</b> Math Journal Math Boxes</p> <p><b>Supplemental Resources:</b> Hands on Actions of making a Picture Symmetrical <a href="http://www.innovationslearning.co.uk/subjects/maths/activities/year3/symmetry/shape_game.asp">http://www.innovationslearning.co.uk/subjects/maths/activities/year3/symmetry/shape_game.asp</a> <a href="http://www.boowakwala.com/kids/boowakwala-adventures-fingerpaint-symmetrypaint.html">http://www.boowakwala.com/kids/boowakwala-adventures-fingerpaint-symmetrypaint.html</a> <a href="http://pbskids.org/cyberchase/games/symmetry/">http://pbskids.org/cyberchase/games/symmetry/</a></p>

<p><b>Suggested days of Instruction</b> Q4 Day 5</p>	<p><b>Big Idea:Geometry</b></p>	<p><b>Topic:Fractional Geometry</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.G.2</p>	<p><b>Essential Questions:</b> How can plane and solid shapes be described?</p> <p><b>Enduring Understandings:</b> Points, lines, and planes are the foundation of geometry.</p>	<p><b>Learning Activities:</b> <i>Everyday Math:</i> Math Message Follow-Up, pg 457, TE Exploration A, B, &amp; C, pgs 458 &amp; 459 Counting Line Segments, pg 461, TE Math Boxes, pg 460, TE</p> <p><b>Materials:</b> MM pg 193 MM pg 188 MM pg 190 MJ1 pg 148 MJ1 pg 149 Pattern Blocks Fraction Circles</p> <p><b>Assessment Models:</b> Homelinks Math Boxes Math Journals</p> <p><b>Supplemental Resources:</b> Pattern Blocks MM pg 190</p>

		Coordinate Grids
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<p><b>Suggested days of Instruction</b> Q4 Days 7 &amp; 8</p>	<p><b>Big Idea:</b> Review and Progress Check</p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p><b>Review and Progress Check</b></p>

<p><b>Suggested days of Instruction</b>  <b>Q4</b>  <b>Days 9 &amp; 10</b></p>	<p><b>Big Idea:</b>  <b>Enrichments/Centers/Interventions</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
	<p><b>Essential Questions:</b>  How do I decide what strategy will work best in a given situation?</p> <p><b>Enduring Understandings:</b>  The context of a problem determines the reasonableness of a solution.</p>	<p><b>Learning Activities:</b></p> <p>Enrichment:  Playing Angle Race,  Solving Pattern-Block Symmetry Riddles, pg 455 TE  Counting Triangles, pg 425 TE</p> <p>Centers:  Practice Sorting Geometry Vocabulary, pg 437  Counting Triangles, pg 425, TE  Fact Triangles  Multiplication Flash Cards</p>

<p><b>Suggested days of Instruction</b>  <b>Q4</b>  <b>Days 11 &amp; 12</b></p>	<p><b>Big Idea: Measurement and Data</b></p>	<p><b>Topic:</b> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.MD.2</p>	<p><b>Essential Questions:</b>          What are the tools of measurement and how are they used?</p> <p><b>Enduring Understandings:</b>          The choice of measurement tools depends on the measurable attribute and the degree of precision desired.</p>	<p><b>Learning Activities:</b>  <b>Everyday Math:</b>          math message follow up p. 815TE          introducing the volume of a rectangular prism p.815 TE          playing Fraction Top-it          build on vocabulary word bank          follow up on pg. 831 TE          math journal pgs. 816, 817, 818, 832, 833</p> <p><b>Assessment Models:</b>          mathboxes          homelinks          journal pages</p> <p><b>Supplemental Resources:</b>          base 10 blocks          graphing data</p>

<p><b>Suggested days of Instruction</b>  <b>Q4</b>  <b>Days 13 &amp; 14</b></p>	<p><b>Big Idea: Measurement and Data</b></p>	<p><b>Topic:</b> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.MD.2</p>	<p><b>Essential Questions:</b>          What are the tools of measurement and how are they used?</p> <p><b>Enduring Understandings:</b>          The choice of measurement tools depends on the measurable attribute and the degree of precision desired.</p>	<p><b>Learning Activities:</b>  <b>Everyday Math</b>          message follow up p. 820 TE, 826 TE          reading scales p. 822 TE          Factor Bingo p. 822 TE          Explorations: A,B,C pgs. 826, 827 TE          follow up p. 831 TE          discussing info on food labels p. 832 TE</p> <p><b>Assessment Models:</b>          mathboxes          homelinks          journal pages</p> <p><b>Supplemental Resources:</b>          practicing with fact triangles          finding different units of measurements</p>



<p><b>Suggested days of Instruction</b> <b>Q4</b> <b>Day 15</b></p>	<p><b>Big Idea: Number and Operations</b></p>	<p><b>Topic:</b> Develop understanding of fractions as numbers</p> <p>Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>Recognize and generate simple equivalent fractions e.g., <math>\frac{1}{2} = \frac{2}{4}</math>; <math>\frac{4}{6} = \frac{2}{3}</math>. Explain why the fractions are equivalent by using a visual fraction model</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.NF.3a: 3.NF.3b:</p>	<p><b>Essential Questions:</b> How is computation with rational numbers similar and different to whole number computation?</p> <p><b>Enduring Understandings:</b> Fractions, decimals, and percents express a relationship between two numbers.</p>	<p><b>Learning Activities:</b> <b>Everyday Math</b> math follow up pg. 836 TE finding the median of sets of data pg. 838 TE graphing dice rolls p. 839 TE mathboxes pg. 838 TE MM pg. 838, 839</p> <p><b>Assessment Models:</b> mathboxes homelinks journal pages</p> <p><b>Supplemental Resources:</b> graphing the number of lunches served each day</p>

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<p><b>Suggested days of Instruction</b> Q4 Day 16</p>	<p><b>Big Idea:Operations and Algebraic Thinking</b></p>	<p><b>Topic:</b> Solve problems involving the four operations, and identify and explain patterns in arithmetic</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.8</p>	<p><b>Essential Questions:</b> How do the four operations relate to one another?</p> <p><b>Enduring Understandings:</b> Proficiency with basic facts aids estimation and computation of larger and smaller numbers.</p>	<p><b>Learning Activities:</b> <b>Everyday Math</b> message follow up pg. 841 TE finding the median of arm span in class pg. 841 TE finding the mean of arm span in class pg. 842 TE finding the mean pg. 843 TE journal pgs. 842, 844 TE</p> <p><b>Assessment Models:</b> mathboxes homelinks journal pages</p> <p><b>Supplemental Resources:</b> graph and calculate all spelling grades</p>

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<p><b>Suggested days of Instruction</b> Q4 Day 17</p>	<p><b>Big Idea:Operations and Algebraic Thinking</b></p>	<p><b>Topic:</b> Solve problems involving the four operations, and identify and explain patterns in arithmetic</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.OA.8 3.MD.3</p>	<p><b>Essential Questions:</b> What questions can be answered using addition and/or subtraction.</p> <p><b>Enduring Understandings:</b> Flexible methods of computation involve grouping numbers in strategic ways.</p>	<p><b>Learning Activities:</b> <b>Everyday Math</b> message follow up pg. 853 TE making a frequency table of waist to floor measurements pg. 853 TE finding the mean and median of data pg. 854 TE reviewing the mode the set of data pg. 855 TE making a bar graph pg. 855 TE</p> <p><b>Assessment Models:</b> mathboxes homelinks journal pages</p> <p><b>Supplemental Resources:</b></p>

<p><b>Suggested days of Instruction</b>  <b>Q4</b>  <b>Day 18</b></p>	<p><b>Big Idea: Number and Operations- Fractions</b></p>	<p><b>Topic:</b> Develop understanding of fractions as numbers</p> <p>Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>3.NF.3a:  ***Check this- doesn't match learning activities***</p>	<p><b>Essential Questions:</b>  How is the location of a point described?</p> <p><b>Enduring Understandings:</b>  Ordered pairs show an exact location on a coordinate plane.</p>	<p><b>Learning Activities:</b>  <b>Everyday Math</b>  <b>follow up pg. 859 TE</b>  <b>using ordered pairs to locate points pg. 859 TE</b>  <b>Plotting points on a coordinate grid pg. 860 TE</b>  <b>connecting the dots on a coordinate grid pg. 861 TE</b>  <b>mathboxes pg. 860 TE</b></p> <p><b>Assessment Models:</b>  <b>mathboxes</b>  <b>homelink</b>  <b>journal pages</b></p> <p><b>Supplemental Resources:</b></p>

<p><b>Suggested days of Instruction</b>  <b>Q4</b>  <b>Days 19 &amp; 20</b></p>	<p><b>Big Idea:</b>  <b>Review and Progress Check</b></p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p><b>Review and Progress Check 10</b></p> <p><b>slate and written check</b></p>

<p><b>Suggested days of Instruction</b> Q4 Day 21</p>	<p><b>Big Idea:</b> Enrichment/Centers/Interventions</p>	<p><b>Topic:</b></p>
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:</p>	<p><b>Essential Questions, Enduring Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
		<p><b>Learning Activities:</b></p> <p><b>Enrichments:</b> Place value, double-digit multiplication (lattice),</p> <p><b>Centers:</b></p>

## 3rd Grade

### COURSE BENCHMARKS

1. Operations create relationships between numbers.
2. Number sense develops through experience.
3. The problem in front of you is a member of a larger class of problems.
4. Place Value is based on groups of ten.
5. Standard units of measure enable people to interpret results or data.
6. Objects have distinct attributes that can be measured.
7. The relationships among the operations and their properties promote computational fluency.
8. Fractions, decimals, and percents express a relationship between two numbers.
9. The relationships among the operations and their properties promote computational fluency.
10. Flexible methods of computation involve grouping numbers in strategic ways.
11. Analyzing geometric relationships develops reasoning and justification skills.
12. The context of a problem determines the reasonableness of a solution.
13. Points, lines, and planes are the foundation of geometry.
14. Proficiency with basic facts aids estimation and computation of larger and smaller numbers.