

Wilson Area School District Planned Course Guide

Title of planned course: Mathematics Grade 3

Subject Area: Math

Grade Level: 3rd

Course Description: The grade 3 mathematics course focused on five critical areas:

1. Operations and Algebraic Thinking
2. Number and Operations in Base Ten
3. Number and Operations - Fractions
4. Measurement and Data
5. Geometry

Time/Credit for this course: One Full Academic Year

Curriculum Writing Committee: Chelsey Diefenderfer and Amanda Powell

Curriculum Map

August/September:

- Topic 1 - Understand Multiplication and Division of Whole Numbers
- Topic 2 – Multiplication Facts: Use Patterns
- Topic 3 - Lessons 3-1 and 3-6
- Topic 10- Multiply by Multiples of 10

October:

- Topic 4 – Use Multiplication to Divide: Division Facts
- Topic 6 – Connect Area to Multiplication and Addition

November:

- Topic 7 – Represent and Interpret Data
- Topic 8 – Use Strategies and Properties to Add and Subtract

December:

- Topic 9 – Fluently Add and Subtract within 1,000
- Topic 11 – Use Operations with Whole Numbers to Solve Problems

January:

- Topic 12 – Understand Fractions as Numbers
- Topic 13 – Fraction Equivalence and Comparison

February:

- Topic 14 – Solve Time, Capacity, and Mass Problems
- *PA-5; PA-6; PA - 7 - Money

March/April:

- Topic 15 – Attributes of Two-Dimensional Shapes
- *PA 8 - Measure Length
- Topic 16 - Solve Perimeter Problems

May/June:

- Topic 3 – Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8 (Lessons 3-2, 3, 4, 5, 7)
- Topic 5 – Fluently Multiply and Divide within 100

*PSSA Testing

Wilson Area School District Planned Course Materials

Course Title: Mathematics Grade 3

Textbook: enVision Math Common Core

Supplemental Books:

- PSSA Mathematics Test Prep Pennsylvania
- Student Companion (enVision Mathematics Pennsylvania)

Teacher Resources:

- Manipulative Kit
- Comprehensive Digital Resources Online

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 1: Understand Multiplication and Division of Whole Numbers

Time Frame: 8 days

Core Standards: CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division

Anchor (s) or adopted anchor: M03.B-O.1, M03.B-O.1.1, M03.B-O.1.1.1, M03.B-O.1.1.2, M03.B-O.1.2, M03.B-O.1.2.1

Essential content/objectives: At the end of the chapter, students will be able to:

- Use repeated addition to show the relationship between multiplication and addition
- Use number lines to join equal groups
- Use arrays and properties to understand multiplication
- Use sharing to separate equal groups and to think about division
- Use repeated subtraction to show the relationship between division and subtraction
- Think strategically about available tools that can be used to solve problems

Core Activities: Students will complete/participate in the following:

- **Lesson 1-1 through Lesson 1-6**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 1A: What is the tallest building in Florida? Construct a Tall Building
 - 1B: Would you like to travel to another planet? Built a Space Probe
 - 1C: What are some places where you would like to live? Draw a Neighborhood
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 2: Multiplication Facts: Use Patterns

Time Frame: 10 days

Core Standards:

- CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division
- C.C.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division
- C.C.2.2.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic

Anchor (s) or adopted anchor: M03.B-O.1, M03.B-O.1.1, M03.B-O.1.2, M03.B-O.1.2.1, M03.B-O.2, M03.B-O.2.1, M03.B-O.2.1.1, M03.B-O.3, M03.B-O.3.1, M03.B-O.3.1.5

Essential content/objectives: At the end of the topic students will be able to:

- Gain fluency in multiplication when using 2 and 5 as factors
- Gain fluency in multiplication when using 9 as a factor
- Gain fluency in multiplication when multiplying by 0 or 1
- Gain fluency in multiplication when multiplying by 10
- Students will use number relationships and patterns to develop reasoning strategies to support their recall of the basic multiplication facts
- Students will use previously learned concepts and skills to represent and solve problems

Core Activities: Students will complete/participate in the following:

- **Lesson 2-1 through Lesson 2-9**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 2A: How can you make a unique clock tower? Design a Clock Tower
 - 2B: Who won the College World Series? Make a Sports Poster and Write a Report
 - 2C: How many are in your crew? Plan Your Own Race
 - 2D: How many can you sell? Create a Fundraiser

- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 3: Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8

Time Frame: 5 days

Core Standards:

- CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division
- CC.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division
- C.C.2.2.3.A.3 - Demonstrate multiplication and division fluency
- C.C.2.2.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic
- C.C.2.4.3.A.5 - Determine the area of a rectangle and apply the concept to multiplication and to addition

Anchor (s) or adopted anchor: M03.B-O.1, M03.B-O.1.2, M03.B-O.1.2.1, M03.B-O.2, M03.B-O.2.1, M03.B-O.2.1.1, M03.B-O.2.1.2, M03.B-O.3, M03.B-O.3.1, M03.B-O.3.1.5, M03.D-M.3, M.03.M03.D-M.3.1, M03.D-M.3.1.2

Essential content/objectives: At the end of the chapter, students will be able to:

- Use the Distributive Property to solve problems involving multiplication within 100
- Use the Distributive Property to break apart unknown facts with 3 or 4 as a factor
- Use the Distributive Property to break apart unknown facts with 6 or 7 as a factor
- Use the Distributive Property to break apart unknown facts with 8 as a factor
- Use strategies such as bar diagrams and arrays with known facts to solve multiplication problems
- Use the Associative Property of Multiplication to group factors when multiplying 3 factors
- Use repeated reasoning with known facts to make generalizations when multiplying

Core Activities: Students will complete/participate in the following:

- **Lesson 3-1 through Lesson 3-7**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat

- Pick A Project Extension
 - 3A: How many points can you score? Make a Basketball Data Display
 - 3B: Do you like collecting seashells? Draw a Shell Array
 - 3C: Would you like to run for president? Write a Presidential Report
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 10: Multiply by Multiples of 10

Time Frame: 5 days

Core Standards:

- CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic
- CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division
- C.C.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division
- C.C.2.2.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic

Anchor (s) or adopted anchor: M03.A-T.1, M03.A-T.1.1, M03.A-T.1.1.3, M03.B-O.1, M03.B-O.1.2, M03.B-O.1.2.1, M03.B-O.2, M03.B-O.2.1, M03.B-O.2.1.2, M03.B-O.3, M03.B-O.3.1, M03.B-O.3.1.5

Essential content/objectives: At the end of the topic students will be able to:

- Use patterns to find products when one factor is a multiple of 10
- Use different strategies to find products when one factor is a multiple of 10
- Use the properties of multiplication to find products when one factor is a multiple of 10
- Use the structure of multiplication and place value to find products when one factor is a multiple of 10

Core Activities: Students will complete/participate in the following:

- **Lesson 10-1 through 10-4**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 10A: What do you need to do to plan a trip? Research the Distance Between Two Cities
 - 10B: How do stores make sure they have enough of an item to sell? Create Your Own Store
 - 10C: How do trees help our environment? Design a Park and Sing a Song
 - 10D: How many items can you fit in a box? Make a Product Game

- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects
 -

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 4: Use Multiplication to Divide: Division Facts

Time Frame: 12 days

Core Standards:

- CC.2.2.3.A.1 - Represent and solve problems involving and division
- CC.2.2.3.A.2 - Understand properties of multiplication and their relationship between multiplication and division
- CC.2.2.3.A.3 - Demonstrate multiplication and division fluency
- CC.2.2.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic

Anchor (s) or adopted anchor: M03.B-O.1, M03.B-O.1.1, M03.B-O.1.1.2, M03.B-O.1.2, M03.B-O.1.2.1, M03.B-O.1.2.2, M03.B-O.2, M03.B-O.2.2, M03.B-O.2.2.1, M03.B-O.3, M03.B-O.3.1, M03.B-O.3.1.1, M03.B-O.3.1.5

Essential content/objectives: At the end of the topic students will be able to:

- Use multiplication facts to divide
- Use multiplication facts to find related division facts
- Use knowledge of even and odd numbers to identify multiplication patterns
- Use properties to understand division involving 0 and 1
- Use patterns and known facts to find unknown multiplication facts
- Use multiplication facts to find related division facts
- Use multiplication and division facts to find unknown values in equations
- Use previously learned concepts to find and answer hidden questions to solve problems

Core Activities: Students will complete/participate in the following:

- **Lesson 4-1 through Lesson 4-9**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat

- Pick A Project Extension
 - 4A: Who are your favorite athletes? Make Poster of Your Favorite Athletes.
 - 4B: Who is on our money? Write a Report About Money
 - 4C: How do you score in horseshoes? Create a Score Sheet.
 - 4D: What kind of game would you create? Develop a Game
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 6: Connect Area to Multiplication and Addition

Time Frame: 12 days

Core Standards:

- CC.2.2.3.A.3 - Demonstrate multiplication and division fluency
- CC.2.4.3.A.5 - Determine the area of a rectangle and apply the concept to multiplication and division

Anchor (s) or adopted anchor: M03.D-M.3, M03.D-M.3.1, M03.D-M.3.1.1, M03.D-M.3.1.2

Essential content/objectives: At the end of the topic students will be able to:

- Use unit squares to find the area of a shape
- Use unit squares to find the area of a figure
- Use standard units to measure the area of a shape
- Use unit squares and multiplication to find the areas of squares and rectangles
- Use areas of rectangles to model the Distributive Property of Multiplication
- Use areas of rectangles to find the area of irregular shapes
- Solve problems by breaking apart or changing the problem into simpler problems

Core Activities: Students will complete/participate in the following:

- **Lesson 6-1 through Lesson 6-7**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 6A: How are cities built? Plan a Dog Park
 - 6B: What are community gardens? Design a Community Garden
 - 6C: What are carpenters? Draw a School Floor Plan
 - 6D: How do you play the game? Make an Area Game
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 7: Represent and Interpret Data

Time Frame: 10 days

Core Standards:

- CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division
- CC.2.2.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic
- CC.2.4.3.A.4 - Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs

Anchor (s) or adopted anchor: M03.B-O.1, M03.B-O.1.2, M03.B-O.1.2.1, M03.B-O.3, M03.B-O.3.1, M03.B-O.3.1.2, M03.D-M.2, M03.D-M.2.1, M03.D-M.2.1.1, M03.D-M.2.1.2, M03.D-M.2.1.4

Essential content/objectives: At the end of the topic students will be able to:

- Use graphs to compare and interpret data
- Use frequency tables and picture graphs to compare and interpret data
- Use scaled bar graphs to represent data sets
- Use graphs to solve problems
- Display the same data in different ways
- Use words, symbols, and numbers to accurately and precisely solve math problems

Core Activities: Students will complete/participate in the following:

- **Lesson 7-1 through Lesson 7-5**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 7A: How is a book printed? Collect Data and Create Picture Graphs
 - 7B: Would you like to live in a city? Make a Bar Graph About Cities and Towns
 - 7C: What is your favorite animal? Develop a Picture Graph About Animals

- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 8: Use Strategies and Properties to Add and Subtract

Time Frame: 12 days

Core Standards:

- CC.2.1.3.B.1 - Apply place-value understanding and properties of operations to perform multi-digit arithmetic
- CC.2.2.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic
- CC.2.4.3.A.1 - Solve problems involving measurement and estimation of temperature, liquid volume, mass or length

Anchor (s) or adopted anchor: M03.A-T.1, M03.A-T.1.1, M03.A-T.1.1.1, M03.A-T.1.1.2, M03.A-T.1.1.4, M03.B-O.3, M03.B-O.3.1, M03.B-O.3.1.1, M03.B-O.3.1.2, M03.B-O.3.1.3, M03.B-O.3.1.5, M03.D-M.1, M03.D-M.1.2, M03.D-M.1.2.2

Essential content/objectives: At the end of the topic students will be able to:

- Solve real-world problems using properties of addition
- Identify patterns in the addition table and explain them using algebraic thinking
- Use models and place value to order numbers
- Use mental math to add
- Use mental math to subtract
- Use place value and a number line to round numbers
- Use rounding or compatible numbers to estimate a sum
- Use rounding or compatible numbers to estimate a difference
- Solve one-step and multi-step problems by modeling with math

Core Activities: Students will complete/participate in the following:

- **Lesson 8-1 through Lesson 8-8**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat

- Pick A Project Extension
 - 8A: How much citrus is grown in Florida? Plan a Citrus Grove
 - 8B: Would you like to travel across the country? Create and Perform Skits
 - 8C: How can you add and subtract large numbers without a calculator? Make a Mental Math Game
 - 8D: How many people live in our country? Design a Class Census and Give an Estimation Test
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 9: Fluently Add and Subtract within 1,000

Time Frame: 10 days

Core Standards:

- CC.2.1.3.B.1 - Apply place-value understanding and properties of operations to perform multi-digit arithmetic
- C.C.2.2.3.A.3 - Demonstrate multiplication and division fluency
- C.C.2.2.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic

Anchor (s) or adopted anchor: M03.A-T.1, M03.A-T.1.1, M03.A-T.1.1.2, M03.B-O.3, M03.B-O.3.1, M03.B-O.3.1.3

Essential content/objectives: At the end of the topic students will be able to:

- Add two 3-digit numbers by breaking apart problems into simpler problems
- Use regrouping to add 3-digit numbers
- Add three or more numbers using addition strategies
- Subtract multi-digit numbers using the expanded algorithm
- Use regrouping to subtract 3-digit numbers
- Use strategies to add 3-digit numbers and subtract a 3-digit number from another 3-digit number with one or more zeros
- Use addition and subtraction to justify a conjecture

Core Activities: Students will complete/participate in the following:

- **Lesson 9-1 through Lesson 9-7**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 9A: How do you know which is the tallest building? Research the Heights of Tall Buildings
 - 9B: How can you record what you bought over time? Create an Addition Skit
 - 9C: How long before the space shuttle launches? Write a Report About Your Vacation

- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 11: Understand Fractions as Numbers

Time Frame: 12 days

Core Standards:

- CC.2.1.3.B.1 - Apply place-value understanding and properties of operations to perform multi-digit arithmetic
- CC.2.2.3.A.3 - Demonstrate multiplication and division fluency
- CC.2.2.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic
- CC.2.4.3.A.4 - Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs

Anchor (s) or adopted anchor: M03.A.T.1, M03.A.T.1.1, M03.A.T.1.1.2, M03.A.T.1.1.3, M03.B-O.3, M03.B-O.3.1, M03.B-O.3.1.1, M03.B-O.3.1.4, M03.B-O.3.1.7, M03.D-M.2, M03.D-M.2.1, M03.D-M.2.1.2

Essential content/objectives: At the end of the chapter, students will be able to:

- Draw diagrams and write equations to solve two-step problems involving addition and subtraction of whole numbers
- Draw diagrams and write equations to solve two-step problems involving multiplication and division of whole numbers
- Examine relationships between quantities in a two-step word problem by writing equations. Choose and apply the operations needed to find the answer
- Solve equations using the order of operations
- Find the missing symbol that makes an equation true
- Critique the reasoning of others by asking questions, identifying mistakes, and providing suggestions for improvement

Core Activities: Students will complete/participate in the following:

- **Lesson 11-1 through 11-4**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 11A: Why do stores have sales and other promotions? Write a Skit About a Sale
 - 11B: How did grapefruit first come to Florida? Create a Poster About Citrus Groves
 - 11C: How would you make a budget for selling lemonade in a lemonade stand? Perform a Song About Lemonade
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 12: Understand Fractions as Numbers

Time Frame: 10 days

Core Standards:

- CC.2.1.3.C.1 - Explore and develop an understanding of fractions as numbers
- CC.2.3.3.A.2 - Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole
- CC.2.4.3.A.4 - Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs

Anchor (s) or adopted anchor: M03.A-F.1, M03.A-F.1.1, M03.A-F.1.1.1, M03.A-F.1.1.2, M03.A-F.1.1.3, M03.A-F.1.1.4, M03.C-G.1, M03.C-G.1.1, M03.C-G.1.1.3, M03.D-M.2, M03.D-M.2.1, M03.D-M.2..3

Essential content/objectives: At the end of the chapter, students will be able to:

- Understand how to read and write unit fractions for equal-sized parts of a region
- Use fraction to represent multiple copies of a unit fraction
- Determine and draw the whole (unit) given one part (unit fraction)
- Represent fractions less than 1 on a number line
- Represent fractions greater than 1 on a number line
- Measure length to the nearest $\frac{1}{2}$ inch and show the data on a line plot
- Measure length to the nearest $\frac{1}{4}$ inch and show the data on a line plot
- Determine when a problem has either extra or missing information

Core Activities: Students will complete/participate in the following:

- **Lesson 12-1 through 12-8**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat

- Pick A Project Extension
 - 12A: How long would it take to drive across the Florida Keys? Make a Map
 - 12B: Why are there so many different types of floors in every building? Create a Flooring Design
 - 12C: What is the most common hat size? Collect Hat Size Data and Create a Line Plot
 - 12D: What are the most popular fruits and vegetables? Draw a Garden Plot
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 13: Fraction Equivalence and Comparison

Time Frame: 12 days

Core Standards:

- CC.2.1.3.C.1 - Explore and develop and understanding of fractions as numbers
- CC.2.3.3.A.2 - Use the understanding of fractions to partition spares into parts with equal areas and express the area of each part as a unit fraction of the whole

Anchor (s) or adopted anchor: M03.A-F.1, M03.A-F.1.1, M03.A-F.1.1.2, M03.A-F.1.1.3, M03.A-F.1.1.4, M03.A-F.1.1.5, M03.C-G.1, M03.C-G.1.1, M03.C-G.1.1.3

Essential content/objectives: At the end of the topic students will be able to:

- Find equivalent fractions that name the same part
- Represent equivalent fractions on the number line
- Use models such as fraction strips to compare fractions that refer to the same whole and have the same denominator
- Use models such as fraction strips to compare fractions that refer to the whole and have at the same numerator
- Use benchmark numbers to compare fractions
- Use the number line to compare fractions
- Use fraction names to represent whole numbers
- Construct math arguments using fractions

Core Activities: Students will complete/participate in the following:

- **Lesson 13-1 through 13-8**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 13A: Do you want to ride a horse? Design a Racetrack for Horses
 - 13B: How deep do you have to dig before you reach water? Create a Picture of a Well
 - 13C: How many coffee beans does it take to fill up a container? Plot Fractions on a Number Line

- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 14: Solve Time, Capacity, and Mass Problems

Time Frame: 16 days **PA-5; PA-6; PA-7 - Money (additional 7 days)

Core Standards:

- CC.2.4.3.A.1 - Solve problems involving measurement and estimation of temperature, liquid volume, mass or length
- CC.2.4.3.A.2 - Tell and write time to the nearest minute and solve problems by calculating time intervals
- CC.2.4.3.A.3 - Solve problems and make change involving money using a combination of coins and bills

Anchor (s) or adopted anchor: M03.D-M.1. M03.D-M.1.2, M03.D-M.1.2.1, M03.D-M.1.2.2, M03.D-M.1, M03.D-M.1.1, M03.D-M.1.1.1, M03.D-M.1.1.2, M03.D-M.1, M03.D-M.1.3, M03.D-M.1.3.1, M03.D-M.1.3.2, M03.D-M.1.3.3

Essential content/objectives: At the end of the topic students will be able to:

- Show and tell time to the nearest minute using analog and digital clocks
- Tell and write time to the nearest minute and measure time intervals in minutes
- Solve word problems involving addition and subtraction to measure quantities of time
- Use standard units to estimate liquid volume
- Use standard units to estimate masses of solid objects
- Use a pan balance with metric weights to measure the mass of objects in grams and kilograms
- Use pictures to help solve problems about mass and volume
- Make sense of quantities and relationships in problems
- Find a value of a collection of coins and bills and write the amount using symbols
- Make change for an amount up to \$5.00
- Round money amounts to the nearest dollar

Core Activities: Students will complete/participate in the following:

- **Lesson 14-1 through 14-9**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 14A: How do you show elapsed time on a Clock? Write and Tell a Story About Time
 - 14B: What is the best way to plan for a full day? Create and Play a Matching Game
 - 14C: How did people tell time before clocks? Design and Make a Sundial
 - 14D: What is your favorite recipe? Perform a Song About the Masses of Objects
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 15: Attributes of Two-Dimensional Shapes

Time Frame: 7 days **PA-8 - Measure Length (additional 5 days)

Core Standards: CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes

Anchor (s) or adopted anchor: M03.C-G.1, M03.C-G.1.1, M03.C-G.1.1.1, M03.C-G.1.1.2

Essential content/objectives: At the end of the topic students will be able to:

- Identify quadrilaterals and use attributes to describe them
- Classify shapes according to their attributes
- Analyze and compare quadrilaterals and group them by their attributes
- Solve math problems precisely, efficiently, and accurately using appropriate tools and mathematics vocabulary

Core Activities: Students will complete/participate in the following:

- **Lesson 15-1 through 15-4**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 15A: Where do professional baseball players play their games? Create Quadrilateral Riddles
 - 15B: How are books measured? Collect Data about the Shapes of Books
 - 15C: Where are quadrilaterals around us in everyday life? Build a Quadrilateral Model
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 16 – Solve Perimeter Problems

Time Frame: 10 days

Core Standards:

- CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length
- CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures

Anchor (s) or adopted anchor: M03.D-M.1, M03.D-M.1.2, M03.D-M.1.2.3, M03.D-M.4, M03.D-M.4.1, M03.D-M.4.1.1

Essential content/objectives: At the end of the topic students will be able to:

- Find the perimeter of different polygons
- Measure length to the nearest $\frac{1}{4}$ inch or centimeter
- Find the perimeter of different polygons with common shapes
- Use the given sides of a polygon and the known perimeter to find the unknown side length
- Understand the relationship of shapes with the same perimeter and different areas
- Understand the relationship of shapes with the same area and different perimeters
- Understand the relationship between numbers to simplify and solve problems involving perimeter

Core Activities: Students will complete/participate in the following:

- **Lesson 16-1 through 16-6**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat

- Pick A Project Extension
 - 16A: Where is sugar cane grown? Design a Sugarcane Field
 - 16B: What does an interior designer do? Collect Data on Common Objects
 - 16C: What does a builder actually build? Create a Perimeter Game
 - 16D: Why is it helpful to have a reservation at a restaurant? Create a Poster for a Restaurant Seating Chart
- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 5: Fluently Multiply and Divide within 100

Time Frame: 8 days

Core Standards:

- CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division
- CC.2.2.3.A.3 - Demonstrate multiplication and division fluency
- CC.2.2.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic

Anchor (s) or adopted anchor: M03.B-O.1, M03.B-O.1.1, M03.B-O.1.1.1, M03.B-O.1.1.2, M03.B-O.1.2, M03.B-O.1.2.1, M03.B-O.3, M03.B-O.3.1, M03.B-O.3.1.2, M03.B-O.3.1.5, M03.B-O.3.1.6

Essential content/objectives: At the end of the topic students will be able to:

- Use the multiplication table and the Distributive Property to find patterns in factors and products
- Use number sense and reasoning while practicing multiplication and division of basic facts
- Use strategies such as skip counting and properties of operations to multiply
- Solve multiplication and division problems that involve different strategies and representations
- Use multiplication and division to write and solve real-world problems involving equal groups
- Use the structures of multiplication and division to compare expressions

Core Activities: Students will complete/participate in the following:

- **Lesson 5-1 through Lesson 5-6**
 - Essential Questioning/Understanding - Daily Reteach/Review
 - Today's Challenge Problem
 - Academic Vocabulary
 - Engage and Explore
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Problem Solving Reading Activity
 - Problem Solving Leveled Reading Mat
- Pick A Project Extension
 - 5A: How many books are in a library? Design a Library
 - 5B: How would you use number cubes? Make a Multiplication Game
 - 5C: Would you rather ride a bike or a "trike"? Create a Bike Chart

- Math Extensions
 - Math Games (Savvas website)
 - Digital Math Tools (Savvas website)
 - Hands on Math Tools
 - enVision STEM Activity

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Vocabulary Review
- Fluency Review Activity
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition (Hardcopy and Digital)
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Quick Checks
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects