BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math   **GRADE: Grade 3**

PACING-->	UNIT #1 5 Weeks (SEPTEMBER/OCTOBER)	UNIT #2 6 Weeks (OCTOBER/NOVEMBER)	UNIT #3 5 Weeks (DECEMBER/JANUARY)	UNIT #4 3 Weeks (JANUARY/FEBRUARY)
TOPIC/THEME AND OBJECTIVES	**Place Value** • Understand place value and properties of operations to perform multi digit arithmetic • Solve problems involving • Determine the place value of digits in a number within the 1,000's place. • Read, write, compare and order numbers within the 1,000's place. • Add and subtract within the 1,000's place. • Solve two step word problems using the four operations. • Write and solve simple number sentences. • Estimate and round numbers (using mental math when appropriate) within the 1,000's place. • Identify and apply patterns within numbers to solve number problems.	**Multiplication** Represent and solve problems involving multiplication and division Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects Use arrays, number groupings and picture models to understand multiplication properties. Solve and write simple multiplication stories using equal groups. Use a multiplication fact table and fact families to learn and memorize multiplication facts to 9. Write and solve simple number sentences and word problems involving multiplication. Apply multiplication facts to finding the area of rectangles.	**Division** Represent and solve problems involving multiplication and division Understand properties of multiplication and the relationship between multiplication and division Multiple and divide within 100 Use arrays, number groupings and picture models to understand division properties. Solve and write simple division stories using equal groups. Use a division fact table and fact families to learn and memorize multiplication and division facts up to and including 9 as a factor/divisor. Write and solve simple word problems and write number sentences that involve multiplication and division.	**Time, Volume, Mass** Solve problems using measurement and estimations of intervals of time, liquid volumes, and masses of objects *Read, write, and tell time on analog and digital clocks to the nearest hour, half hour and quarter hour. Students will divide models to make equal shares* *Read write and tell time on analog and digital clocks to the nearest 5 minute and nearest minute.* *Decide when to use A.M. and P.M. with time.* *Use a number line or an analog clock to find elapsed time.* *Estimate and measure capacity in customary units.* *Change a measure of capacity in customary units from larger to smaller units or from smaller units to larger mixed units.* *Estimate and measure weight in ounces and pounds.* *Change measures of weight in customary units from larger units to smaller units or from smaller units to larger mixed units.* *Estimate and measure capacity and mass in metric units.*

ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	• How does estimation and rounding help you work with large numbers? • What strategies and algorithms can you use to help you add and subtract large numbers? • How would you use an equation to solve a word problem? • How do number patterns and skip counting help you to solve number problems? • Estimation and Rounding are two ways you can use to understand the value of a number. • Strategies and algorithms are used when adding and subtracting numbers. • When solving word problems in math, equations help organize your information. • It's important to look for and find patterns in numbers.	• How does skip counting and number patterns relate to multiplication? • How can arrays, grouping numbers and picture models help to understand multiplication problems? • How can a multiplication fact table help you to learn and memorize multiplication facts to 9? • What are some strategies you can use to help solve multi-step multiplication word problems? • How does finding the area of a rectangle relate to multiplication? • Skip counting and number patterns help you to understand and memorize multiplication facts. • Arrays, grouping numbers and picture models are a visual tool in understanding properties of multiplication/division. • Fluency with your multiplication facts will help you to solve problems with accuracy and speed. • Multiplication facts can be applied to solving area shapes.	• How can breaking apart arrays, grouping objects and picture models help to understand and solve division problems? • How can a multiplication fact table help you to learn and memorize division facts up to and including 9? • What are some strategies you can use to help solve multi-step division word problems? • Arrays, grouping numbers and picture models are a visual tool in understanding properties of multiplication/division. • Fluency with your multiplication and division facts will help you to solve problems division problems with accuracy and speed.	• How can an analog clock help you to determine the time, estimate time and find elapsed time? • What are the different units of measurement you can use to classify the capacity, weight and mass of an object? • What tools can you use to measure the capacity, weight and mass of an object? • Students will understand that analog and digital clocks help them to determine what time it is and how much time has passed and how to estimate time. • Students will understand that there are different units of measurement for the volume and mass of objects. • Students will understand that objects have different capacity, weight and mass.
STANDARDS	**3.NBT.A.1** **Round whole numbers to the nearest 10 or 100.** **3.NBT.A.2** **Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. *(benchmarked)** **3.OA.D.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**	**3.OA.A.1** **Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total number of objects can be expressed as 5 x 7.** **3.OA.A.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. *(benchmarked)** **3.OA.A.4**	**3.OA.A.2** **Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.** **3.OA.A.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**	**3.MD.A.1** **Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. (e.g., by representing the problem on a number line diagram)** **3.MD.A.2** **Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the**

	estimation strategies including rounding. *(benchmarked)*	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 8 × ? = 48, 5 = ÷ 3, 6 × 6 = ?.
		
		3.OA.C.7.
		Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. *(benchmarked)*
		
		3.NBT.A.3
		Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
		
		3.MD.C.5
		Recognize area as an attribute of plane figures and understand concepts of area measurement.
		3.MD.C.5a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
		
		3.MD.C.5b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
		
		3.MD.C.6
		Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).
			equations with a symbol for the unknown number to represent the problem. *(benchmarked)*
			
			3.OA.A.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 8 × ? = 48, 5 = ÷ 3, 6 × 6 = ?.
			
			3.OA.B.5
			Apply properties of operations as strategies to multiply and divide.
			    Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5× 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 =16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)
			*[Students need not use the formal terms for these properties.]
			*[Limit to single digit factors and multipliers. 7 x 4 x 5 would exceed grade 3 expectations because it would result in a two-digit multiplier (28 x 5)]
			
			3.MD.C.6
			Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).
			
			3.MD.C.7
			Relate area to the operations of multiplication and addition.
			    3.MD.C.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the
				same units.

		3.MD.C.7
		Relate area to the operations of multiplication and addition.
		    3.MD.C.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
		
		    3.MD.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
			same as would be found by multiplying the side lengths.
			
			    3.MD.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	

INSTRUCTIONAL PROCEDURES	**Whole Group** Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do) **Individual** Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered **Small Groups** Mini lesson Partner work	**Whole Group** Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do) **Individual** Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered **Small Groups** Mini lesson Partner work	**Whole Group** Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do) **Individual** Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered **Small Groups** Mini lesson Partner work	**Whole Group** Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do) **Individual** Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered **Small Groups** Mini lesson Partner work

INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	**Materials** EnVison Go Math Manipulatives Games Technology devices Prodigy Splash Math IXL Reflex Math Anchor charts Math Journals Number line Multiplication Chart **Leveled Texts** Scholastics Math Reads Picture books that pertain to topic taught Go Math, Math Concept Readers	**Materials** EnVison Go Math Manipulatives Games Technology devices Prodigy Splash Math IXL Reflex Math Anchor charts Math Journals Number line Multiplication Chart **Leveled Texts** Scholastics Math Reads Picture books that pertain to topic taught Go Math, Math Concept Readers	**Materials** EnVison Go Math Manipulatives Games Technology devices Prodigy Splash Math IXL Reflex Math Anchor charts Math Journals Number line Multiplication Chart **Leveled Texts** Scholastics Math Reads Picture books that pertain to topic taught Go Math, Math Concept Readers	**Materials** EnVison Go Math Manipulatives Games Technology devices Prodigy Splash Math IXL Reflex Math Anchor charts Math Journals Number line Multiplication Chart **Leveled Texts** Scholastics Math Reads Picture books that pertain to topic taught Go Math, Math Concept Readers
ASSESSMENTS	**Formative** Quizzes Classwork Homework **Summative** Unit Test **Benchmark** Unit Assessments Acadience Data Management Easy CBM MAPS NWEA **Alternative** Choice Board Conferencing Journaling Projects	**Formative** Quizzes Classwork Homework **Summative** Unit Test **Benchmark** Unit Assessments Acadience Data Management Easy CBM MAPS NWEA **Alternative** Choice Board Conferencing Journaling Projects	**Formative** Quizzes Classwork Homework **Summative** Unit Test **Benchmark** Unit Assessments Acadience Data Management Easy CBM MAPS NWEA **Alternative** Choice Board Conferencing Journaling Projects	**Formative** Quizzes Classwork Homework **Summative** Unit Test **Benchmark** Unit Assessments Acadience Data Management Easy CBM MAPS NWEA **Alternative** Choice Board Conferencing Journaling Projects

ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	**Special Education**	**Special Education**	**Special Education**	**SSpecial Education**
	- Printed copy of board work/notes provided - Assistive technology - Behavior management plan - Computer or electronic device utilization - Extended time on tests/ quizzes - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Reduced/shortened written assignments - Shortened assignments - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials **ELL** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate	- Printed copy of board work/notes provided - Assistive technology - Behavior management plan - Computer or electronic device utilization - Extended time on tests/ quizzes - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Reduced/shortened written assignments - Shortened assignments - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials **ELL** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information	- Printed copy of board work/notes provided - Assistive technology - Behavior management plan - Computer or electronic device utilization - Extended time on tests/ quizzes - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Reduced/shortened written assignments - Shortened assignments - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials **ELL** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate	- Printed copy of board work/notes provided - Assistive technology - Behavior management plan - Computer or electronic device utilization - Extended time on tests/ quizzes - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Reduced/shortened written assignments - Shortened assignments - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials **ELL** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate

	nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Decreasing the amount of work presented or required - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information	Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Decreasing the amount of work presented or required - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products	nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Decreasing the amount of work presented or required - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products	nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Decreasing the amount of work presented or required - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information

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INTERDISCIPLINARY CONNECTIONS **21ST CENTURY SKILLS/THEMES (P21.ORG)** **TECHNOLOGY INTEGRATION** **CAREER EDUCATION (NJDOE CTE Clusters)**	**Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)** - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Technology - Visual and Performing Arts - World languages **21st Century Skills/ Themes (select all the apply, add more as**	**Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)** - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages	**Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)** - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages **21st Century Skills/**	**Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)** - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages

	necessary, delete those that do not apply) - Global Awareness - Financial, Economic, Business and Entrepreneurial Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy **Technology Integration** Go Math EnVision Extra Math Reflex Math Prodigy IXL Multiplication.com http://www.sheppardsoftware.com/ **Career Education (select all the apply, add more as necessary, delete those that do not apply)** - Agriculture, Food & Natural Resources - Architecture & Construction - Business Management & Administration - Education & Training - Finance - Government & Public Administration - Health Science - Human Services - Information Technology - Law, Public Safety,	**21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)** - Global Awareness - Financial, Economic, Business and Entrepreneurial Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Media Literacy - ICT (Information, Communication and Technology) Literacy **Technology Integration** Go Math EnVision Extra Math Reflex Math Prodigy IXL Multiplication.com http://www.sheppardsoftware.com/ **Career Education (select all the apply, add more as necessary, delete those that do not apply)** - Agriculture, Food & Natural Resources - Architecture & Construction - Business Management &	**Themes (select all the apply, add more as necessary, delete those that do not apply)** - Global Awareness - Financial, Economic, Business and Entrepreneurial Literacy - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Media Literacy - ICT (Information, Communication and Technology) Literacy **Technology Integration** Go Math EnVision Extra Math Reflex Math Prodigy IXL Multiplication.com http://www.sheppardsoftware.com/ **Career Education (select all the apply, add more as necessary, delete those that do not apply)** - Agriculture, Food & Natural Resources - Architecture & Construction - Business Management & Administration	**21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)** - Global Awareness - Financial, Economic, Business and Entrepreneurial Literacy - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy **Technology Integration** Go Math Envision Extra Math Reflex Math Prodigy IXL Multiplication.com http://www.sheppardsoftware.com/ **Career Education (select all the apply, add more as necessary, delete those that do not apply)** - Agriculture, Food & Natural Resources - Architecture &

PACING-->	**UNIT #5** **6 Weeks** **(FEBRUARY/MARCH)**	**UNIT #6** **3 Weeks** **(APRIL)**	**UNIT #7** **5 Weeks** **(MAY/JUNE)**	**UNIT #8** **# Weeks** **(Month/S)**
TOPIC/THEME AND OBJECTIVES	**Fractions** Develop an understanding for fractions as numbers Reason with shapes and their attributes Explore and identify equal parts of a whole Divide models to make equal shares Use a fraction to name one part of a whole that is divided into equal parts Model read and write fractional parts of a group Find fractional parts of a group Use a number line diagram to locate and compare fractions Measure length to the nearest half inch, quarter inch.	**Graphs** Collect and record data in tally tables and frequency tables. Solve problems by using the strategy make a table. Read and interpret data in a pictograph. Make a pictograph to show data in a table. Read and interpret data on a bar graph. Make a bar graph to show data in a table or pictograph. Use data represented in bar graphs and pictographs to solve problems. Read and interpret data in a line plot.	**Shapes and Perimeter** Reason with shapes and their attributes. Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures Compute the area and perimeter of quadrilaterals. Distinguish between lines, rays, and line segments. Identify different types of angles. Draw and recognize parallel and intersecting lines. Understand the characteristics of polygons and quadrilaterals. Solve real world problems using properties of perimeter and polygons.	
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	• Fraction is a number and has its place on the number line. • When placing unit fractions on a number line, the space between 0 and 1 is the whole and must be partitioned into equal parts. • Each part of a whole has the same size (one-half, one-third,	• What are some ways you can represent data? • How do you read a tally table and frequency chart? • What are the steps in reading and making a bar graph? • What are the steps in reading and making a pictograph? • What are the steps in reading	• How is perimeter used to solve real world application problems? • How are lines, rays, and line segments useful when dealing with angles and polygons? • Area and perimeter can be used to solve real world application problems. • Lines, rays, and line segments	

	one-fourth, one-sixth or one-eighth). ● Parts of the whole that begin at 0 and ends at 1/b on the number line is the location of fraction 1/b (one-half, one-third, one-fourth, one-sixth, or one-eighth). ● Comparing fractions, each referencing the same whole. ● Fractions are equivalent if they are the same size. ● Fractions are equivalent if they are at the same point on a number line.	and making a line plot? ● Data can be represented in a bar graph, pictograph and line plot. ● Tally table and frequency tables are useful when collecting and organized data. ● Bar graphs, pictographs and line plots are used to show data in a more functional way. ● Measuring with a ruler is an important life skill	are necessary to form angles and polygons. ● Parallel and Intersecting lines differ and are relevant when solving problems with angles and polygons.	
STANDARDS	**3.NF.A.1** **Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.** 　*[Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.]* **3.NF.A.2** **Understand a fraction as a number on the number line; represent fractions on a number line diagram.** 　3.NF.A.2a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. 　3.NF.A.2b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the	**3.MD.B.3** **Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.**	**3.G.A.1.** **Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals.** **3.MD.C.7** **Relate area to the operations of multiplication and addition.** 　3.MD.C.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. *(benchmarked) **3.MD.D.8.** **Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.**	

	number line.
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	3.NF.A.3
	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size
	    3.NF.A.3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
	
	    3.NF.A.3b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
	
	    3.NF.A.3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.
	
	3.MD.B.4
	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
	
	3.G.A.2
	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts having equal area		

	and describe the area of each part as 1/4 of the area of the shape.			
INSTRUCTIONAL PROCEDURES	**Whole Group** Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do) **Individual** Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered **Small Groups** Mini lesson Partner work	**Whole Group** Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do) **Individual** Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered **Small Groups** Mini lesson Partner work	**Whole Group** Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do) **Individual** Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered **Small Groups** Mini lesson Partner work	**Whole Group** Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do) **Individual** Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered **Small Groups** Mini lesson Partner work
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	Go Math, Math Concept Readers	Go Math, Math Concept Readers	Go Math, Math Concept Readers	Go Math, Math Concept Readers
ASSESSMENTS	**Formative** Quizzes Classwork Homework **Summative** Unit Test **Benchmark** Unit Assessments Acadience Data Management Easy CBM MAPS NWEA **Alternative** Choice Board Conferencing Journaling Projects	**Formative** Quizzes Classwork Homework **Summative** Unit Test **Benchmark** Unit Assessments Acadience Data Management Easy CBM MAPS NWEA **Alternative** Choice Board Conferencing Journaling Projects	**Formative** Quizzes Classwork Homework **Summative** Unit Test **Benchmark** Unit Assessments Acadience Data Management Easy CBM MAPS NWEA **Alternative** Choice Board Conferencing Journaling Projects	**Formative** Quizzes Classwork Homework **Summative** Unit Test **Benchmark** Unit Assessments Acadience Data Management Easy CBM MAPS NWEA **Alternative** Choice Board Conferencing Journaling Projects
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	**Special Education** - Printed copy of board work/notes provided - Assistive technology - Behavior management plan - Computer or electronic device utilization - Extended time on tests/ quizzes - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Reduced/shortened written assignments - Shortened assignments - Teacher initiated weekly	**Special Education** - Printed copy of board work/notes provided - Assistive technology - Behavior management plan - Computer or electronic device utilization - Extended time on tests/ quizzes - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Reduced/shortened written assignments - Shortened assignments - Teacher initiated weekly	**Special Education** - Printed copy of board work/notes provided - Assistive technology - Behavior management plan - Computer or electronic device utilization - Extended time on tests/ quizzes - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Reduced/shortened written assignments - Shortened assignments - Teacher initiated weekly	**Special Education** - Printed copy of board work/notes provided - Assistive technology - Behavior management plan - Computer or electronic device utilization - Extended time on tests/ quizzes - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Reduced/shortened written assignments - Shortened assignments - Teacher initiated weekly

assignment sheet - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials **ELL** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Decreasing the amount of work presented or required - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives	assignment sheet - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials **ELL** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Decreasing the amount of work presented or required - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives	assignment sheet - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials **ELL** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Decreasing the amount of work presented or required - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing the number of	assignment sheet - Use open book, study guides, test prototypes - Exploration by interest - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials **ELL** - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Decreasing the amount of work presented or required - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives

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INTERDISCIPLINARY CONNECTIONS **21ST CENTURY SKILLS/THEMES (P21.ORG)** **TECHNOLOGY INTEGRATION** **CAREER EDUCATION (NJDOE CTE Clusters)**	**Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)** - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages **21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not**	**Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)** - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - World languages **21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)** - Global Awareness	**Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)** - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages **21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)**	**Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)** - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts - World languages **21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not**

	apply) - Global Awareness - Financial, Economic, Business and Entrepreneurial Literacy - Health Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy **Technology Integration** Go Math EnVision Extra Math Reflex Math Prodigy IXL Multiplication.com http://www.sheppardsoftware.com/ **Career Education (select all the apply, add more as necessary, delete those that do not apply)** - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training Finance - Government & Public Administration - Health Science	- Financial, Economic, Business and Entrepreneurial Literacy - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy **Technology Integration** Go Math EnVision Extra Math Reflex Math Prodigy IXL Multiplication.com http://www.sheppardsoftware.com/ **Career Education (select all the apply, add more as necessary, delete those that do not apply)** - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training Finance - Government & Public	- Global Awareness - Financial, Economic, Business and Entrepreneurial Literacy - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy **Technology Integration** Go Math EnVision Extra Math Reflex Math Prodigy IXL Multiplication.com http://www.sheppardsoftware.com/ **Career Education (select all the apply, add more as necessary, delete those that do not apply)** - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training Finance - Government & Public	**apply)** - Global Awareness - Financial, Economic, Business and Entrepreneurial Literacy - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - Information Literacy - Media Literacy - ICT (Information, Communication and Technology) Literacy **Technology Integration** Go Math EnVision Extra Math Reflex Math Prodigy IXL Multiplication.com http://www.sheppardsoftware.com/ **Career Education (select all the apply, add more as necessary, delete those that do not apply)** - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training Finance

	- Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics	- Administration - Health Science - Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics	- Administration - Health Science - Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics	- Government & Public Administration - Health Science - Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics