.

CAMP HILL SCHOOL DISTRICT

Third Grade: Math Standards for Numbers and Operations

DOMAIN (MATH CONTENT):

Number and Operations in Base Ten

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.
Use appropriate tools strategically.
Reason abstractly and quantitatively.
Attend to precision.
Construct viable arguments and critique the reasoning of others.
Look for and make use of structure.
Model with mathematics.
Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
How can I show the value of a number? Why is it important to understand the value of a number?	1. Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Direct Instruction- Introducing Modeling Showing Vocabulary Repeating Technology Guided practice- Small group with teacher Whole class practice Student Leaders Quick Practice Daily Routine Secret Code Cards Collaborative Practice- Workbooks Math Talk Pair-Share Partner work Independent Practice- Workbooks Technology Tickets Out the Door Homework	**Formal**- Unit 1 quizzes and tests/or Performance Assessment, PSSA, 4-Sights **Informal**-ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal PDE Assessment Anchor M03.A-T.1	Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student Toolkits, Smartboard, Literature Link (How Much, How Many, How Far, How Heavy, How Long, How Tall is?), Brainpop, Supplemental Resources

CAMP HILL SCHOOL DISTRICT

Third Grade: Math Standards for Numbers and Operations

DOMAIN (MATH CONTENT):

Number and Operations-Fractions

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.
Construct viable arguments and critique the reasoning of others.
Use appropriate tools strategically.
Look for and make use of structure.
Reason abstractly and quantitatively.
Model with mathematics.
Attend to precision.
Look for and express regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
How are fractions similar and different to whole numbers?	1. Explore and develop an understanding of fractions as numbers.	Direct Instruction- Introducing Modeling Showing Vocabulary Repeating Technology Guided practice- Small group with teacher Whole class practice Student Leaders Quick Practice Daily Routine Math Tool Kit Collaborative Practice- Workbooks Math Talk Pair-Share Partner work Independent Practice- Workbooks Technology Tickets Out the Door Homework	**Formal**- Unit 11 quizzes and tests/or Performance Assessment, PSSA, 4-Sights **Informal**- ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal PDE Assessment Anchor M03.A-F.1	Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student Toolkits, Smartboard, Literature Link (Fraction Fun), Megamath, Brainpop, Supplemental Resources

CAMP HILL SCHOOL DISTRICT

Third Grade: Math Standards for Algebraic Concepts

DOMAIN (MATH CONTENT):

Operations and Algebraic Thinking

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.
Use appropriate tools strategically.
Reason abstractly and quantitatively.
Attend to precision.
Construct viable arguments and critique the reasoning of others.
Look for and make use of structure.
Model with mathematics.
Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
How can I show and solve problems involving multiplication and division? How are multiplication and division related? How can I show mastery of multiplication and division facts? How can I identify and use patterns of numbers to help solve equations? What are the key words to help decide what operation to use? What math tools can be used to represent the equation?	1. Represent and solve problems involving multiplication and division. 2. Understand properties of multiplication and the relationship between multiplication and division. (Relate division to a missing number multiplication equation) 3. Demonstrate multiplication and division fluency. 4. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	<u>Direct Instruction</u>- Introducing Modeling Showing Vocabulary Repeating Technology <u>Guided practice</u>- Small group with teacher Whole class practice Student Leaders Quick Practice Daily Routine Math Tool Kit <u>Collaborative Practice</u>- Workbooks Math Talk Pair-Share Partner work <u>Independent Practice</u>- Multiplication Folder Workbooks Technology Tickets Out the Door Homework	**Formal-** Unit 7/9 quizzes and tests/or Performance Assessments, PSSA, 4-Sights **Informal-** ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal, *PDE Assessment Anchor M03.B-O.1 **Formal-** Unit 7/9 quizzes and tests, PSSA, 4-Sights **Informal-** ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal, *PDE Assessment Anchor M03.B-O.1 **Formal-** Unit 7/9 quizzes and tests, PSSA, 4-Sights **Informal-** ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal, multiplication folder *PDE Assessment Anchor M03.B-O.1 **Formal-** Unit 3/6 quizzes and tests/or Performance Assessment, **Informal-** ticket out the door, think-pair-share,	Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student Toolkits, Smartboard, Literature Link (A Grain of Rice-7 and The Doorbell Rang-9), Megamath, Brainpop, Supplemental Resources Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student Toolkits, Smartboard, Literature Link (One Less Fish-3 and 100 Hungry Ants-Literature Link(One Less Fish-3 and 100Hungry Ants-6), Megamath,

			math talk, activity book, teacher observation, math journal *PDE Assessment Anchor M03.B-O.1	Brainpop, Supplemental Resources

CAMP HILL SCHOOL DISTRICT

Third Grade: Math Standards for Geometry

DOMAIN (MATH CONTENT):

Geometry

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.
Use appropriate tools strategically.
Reason abstractly and quantitatively.
Attend to precision.
Construct viable arguments and critique the reasoning of others.
Look for and make use of structure.
Model with mathematics.
Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
How can I identify, describe, and classify two and three-dimensional shapes?	1. Identify, compare, and classify shapes and their attributes.	Direct Instruction- Introducing Modeling Showing Vocabulary Repeating Technology Guided practice- Small group with teacher Whole class practice Student Leaders Quick Practice Daily Routine Math Tool Kit Collaborative Practice- Workbooks Math Talk Pair-Share Partner work Independent Practice- Workbooks Technology Tickets Out the Door Homework	**Formal**- Unit 2/4/8 quizzes and tests/or Performance Assessment (12), 4-Sights, PSSA **Informal**- ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal, PSSA, 4-Sights *PDE Assessment Anchor M03.C-G.1	Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student Toolkits, Smartboard, Literature Link (Grandfather Tang's Story: A Tale Told Tangrams), Megamath, Brainpop, Supplemental Resources
How do I divide a shape into equal parts? How do I write a fraction for each equal part?	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.		**Formal**-Unit 11 quizzes and tests, 4-Sights, PSSA **Informal**- ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal *PDE Assessment Anchor M03.A-F.1	Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student Toolkits, Smartboard, Literature Link (Fraction Fun), Megamath,

				Brainpop, Supplemental Resources

CAMP HILL SCHOOL DISTRICT

Third Grade: Math Standards for Measurement, Data and Probability

DOMAIN (MATH CONTENT):

Measurement and Data

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.
Use appropriate tools strategically.
Reason abstractly and quantitatively.
Attend to precision.
Construct viable arguments and critique the reasoning of others.
Look for and make use of structure.
Model with mathematics.
Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
How can I measure and estimate to figure out temperature, liquid volume, mass or length? How can I solve problems using measurement tools?	1. Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.	Direct Instruction- Introducing Modeling Showing Vocabulary Repeating Technology Guided practice- Small group with teacher Whole class practice Student Leaders Quick Practice Daily Routine Math Tool Kit Collaborative Practice- Workbooks Math Talk Pair-Share Partner work Independent Practice- Workbooks Technology Tickets Out the Door Homework	**Formal**-Unit 12/13 quizzes and tests, 4-Sights, PSSA **Informal**- ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal *PDE Assessment Anchor M03.D-M.1	Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student Toolkits, Smartboard, Literature Link (Penguins At Home-13), Megamath, Brainpop, , Supplemental Resources
How do I use the clock to tell time?	2. Tell and write time to the nearest minute and solve problems by calculating time intervals.		**Formal**- Unit 10 quizzes and tests/or Performance Assessment, PSSA, 4-Sights **Informal**- ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal *PDE Assessment Anchor M03.C-G.1	Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student Toolkits, Smartboard, Literature Link (Jumanji), Megamath, Brainpop, , Supplemental Resources
How do I use different coins and bills to make change?	3. Solve problems and make change involving money using a combination of coins and bills.		**Formal**- Unit 5 quizzes and tests, PSSA, 4-Sights **Informal**- ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal *PDE Assessment Anchor M03.D-M.1	Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student

			Toolkits, Smartboard, Megamath, Brainpop, Supplemental Resources

CAMP HILL SCHOOL DISTRICT

Third Grade: Math Standards for Measurement, Data and Probability

DOMAIN (MATH CONTENT):
Measurement and Data
STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.
Use appropriate tools strategically.
Reason abstractly and quantitatively.
Attend to precision.
Construct viable arguments and critique the reasoning of others.
Look for and make use of structure.
Model with mathematics.
Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
How do I use different charts/graphs to show/interpret data?	4. Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	Direct Instruction- Introducing Modeling Showing Vocabulary Repeating Technology Guided practice- Small group with teacher Whole class practice Student Leaders Quick Practice Daily Routine Math Tool Kit Collaborative Practice- Workbooks Math Talk Pair-Share Partner work Independent Practice- Workbooks Technology Tickets Out the Door Homework	**Formal-** Unit 5 quizzes and tests/or Performance Assessment, PSSA, 4-Sights **Informal-** ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal *PDE Assessment Anchor M03.D-M.2 **Formal-** Unit 8/13 quizzes and tests/or Performance Assessment (8/13), PSSA, 4-Sights **Informal-** ticket out the door, think-pair-share, math talk, activity book, teacher observation, math journal *PDE Assessment Anchor M03.D-M.3 **Formal-**Unit 8/13 quizzes and tests/or Performance Assessment (2), PSSA, 4-Sights **Informal-** ticket out the door, think-pair-share, math talk, activity	Show Me- (I-Pad), Whiteboards, math journals, activity books, homework books, assessment book, Teacher Manuals, Student Toolkits, Smartboard, Literature Link (Building With Shapes-8 and Penguins at Home- 13), MegaMath, Brainpop, Supplemental Resources
How do I find the area of a rectangle using multiplication and/or addition?	5. Determine the area of a rectangle and apply the concept to multiplication and to addition.			
How do I find the perimeter of polygons? How do I label linear and area measurements?	6. Solve problems involving perimeters of polygons and distinguish between linear and area measures.			

			book, teacher observation, math journal *PDE Assessment Anchor M03.D-M.4	