

2024-25 Math Syllabus - 1st Quarter: August-October

CONTENT: Properties of Multiplication and Division; Solving Problems with Units of 2-5 & 10

Learning Goals: Upon completion of this time frame, your students should be able to:

- Use repeated addition to represent a number of equal groups
- Represent multiplication with models such as arrays and equal groups
- Understand what factors are and differentiate between the size of groups and the number of groups within a given context
- Relate the meaning of the unknown factor to the number or the size of groups
- Use the array model and familiar skip counting strategies to solidify their understanding of multiplication
- Become fluent with arithmetic patterns to “add” and “subtract” groups to solve multiplication and division problems
- Determine the relationship between multiplication and division
- Recognize the differentiation between the size of groups and the number of groups within a given context
- Model the relationship between multiplication and division

Alabama 3rd Grade Standards:

1. Illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent it as a written expression.
2. Illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is partitioned into equal shares.
3. Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
5. Develop and apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)
6. Use the relationship between multiplication and division to represent division as an equation with an unknown factor.
7. Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100.
 - a. Fluently determine all products obtained by multiplying two one-digit numbers.

Additional Approved Resources: AMSTI Supplemental Materials; Illustrative Mathematics; Math in Practice; Math by the Book

Adopted Curriculum: EUREKA

"PARENT HELPS" - Visual Models and Links

CONTENT: Properties of Multiplication/Division with 2-5 & 10

BIG IDEAS:

*Concrete and Pictorial Arrays
Using "groups of" language;
Represent multiplication with tape diagrams
Not memorizing facts, yet!*

VISUAL MODELS for MULTIPLICATION:

REPRESENT MULTIPLICATION WITH TAPE DIAGRAMS...

"Five 4's"... 5 groups of 4 ... 5×4 would look like this:

4	4	4	4	4
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"Four 5's"... 4 groups of 5 ... 4×5 would look like this:

5	5	5	5
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MANIPULATIVES: Counters; Counting Collections; Arrays in the environment Slideshow

Module 1 TOPIC A -
Multiplication and the Meaning of the Factors

Module 1 TOPIC B -
Division as an Unknown Factor Problem

Module 1 TOPIC C -
Multiplication Using Units of 2 and 3

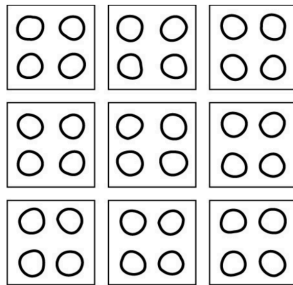
Module 1 TOPIC D -
Division Using Units of 2 and 3

Module 1 TOPIC E -
Multiplication and Division Using Units of 4

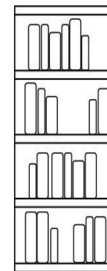
Module 1 TOPIC F -
Distributive Property & Problem Solving - Units of 2-5, 10

Students need to use the meaning of multiplication or division to solve a problem. For example, when given 6×3 , ask students to draw 3 sets of 6 dots and to count the total number of dots.

When given $20 \div 5$, give students 20 cards to sort into 5 stacks and ask students to count the number of cards in each stack.

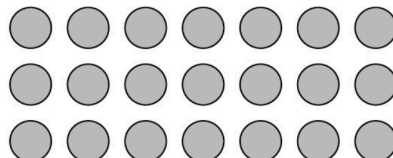


$3 \times 6 = 18$, so Jonas needs 9 garages.



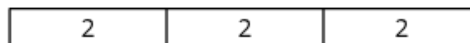
$24 \div 4 = 6$, so Kayla places 6 books on each shelf.

3×7 should be read as "3 groups of 7" or "3 rows of 7" and represented like this model until the concept of commutative property is solidified.



I count by 7, exactly 3 times, which equals 21.

3×2 should be read as "3 groups of 2" and represented this way until the concept of commutative property is solidified.



2024-25 Math Syllabus - 1st Quarter: August-October
CONTENT: Place Value and Problem Solving with Units of Measure

Learning Goals: Upon completion of this time frame, your students should be able to:

- Tell and write time to the nearest minute
- Measure time in intervals in minutes and hours
- Use a number line to count time forward and backwards
- Compose and decompose kilograms to understand the relationship of size and weight of grams and kilograms
- Measure liquid volume using a vertical number line; Use estimates of volumes and weights to reason about one step word problems
- Draw a HORIZONTAL number line and use it as a model for rounding, addition, and subtraction. (Vertical number line is not 3rd grade standard.)
- Measure and use place value understandings and the number line as a tool to round 2 & 3 digit measurement to the nearest 10 or 100

Alabama 3rd Grade Standards:

- 10. Identify the nearest 10 or 100 when rounding whole numbers, using place value understanding.
- **11. Use **various** strategies to add and subtract fluently within 1000.
- 18. Tell and write time to the nearest minute; measure time intervals in minutes (within 90 minutes.)
 - a. Solve real-world problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line model.
- 19. Estimate and measure liquid volumes and masses of objects using liters (l), grams (g), and kilograms (kg).
 - a. Use the four operations to solve one-step word problems involving masses or volumes given in the same metric units.

****NOTE:** Standard Algorithm is not a 3rd grade standard. Also, be cautious using solely on an "expanded form" procedure because it limits the students in thinking flexibly for working with the numbers that are presented in problems. The goal should be that students are CHOOSING the most EFFICIENT strategy for every given problem rather than solving every problem the same way. Using "various" strategies is the state expectation of our 3rd graders.

Additional Approved Resources: AMSTI Supplemental Materials; Illustrative Mathematics; Math in Practice; Math by the Book

Adopted Curriculum: EUREKA

"PARENT HELPS" - Visual Models and Links

CONTENT: Place Value and Problem Solving with Units of Measurement (includes rounding, telling time, elapsed time & money)

BIG IDEAS:

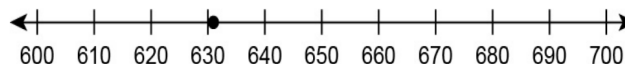
Estimating; Rounding; liquid measure of liters(l), gram (g), kilograms(kg), Model Tape Diagrams; use number line for elapsed time; Encourage flexibility with add/subtraction; NO Algorithm

MANIPULATIVES: demonstration clock, student clocks, digital, platform, and/or spring scales,

VISUAL MODELS for ROUNDING; ADDITION and SUBTRACTION:

--->> Per Alabama standards, do not use the standard algorithm as a strategy to teach addition and subtraction. Other strategies include: break-apart, equal distance, compensation, making landmark or friendly numbers, adding up, doubles/near doubles.

--->> Do not rely solely on an "expanded form" procedure because it limits the students in thinking flexibly for working with the numbers that are presented in problems.



metric weights, meter stick, base 10 blocks, +10 / -10 / +100 / -100 Input and Output Tables, linking cubes, beaded number line

Mod. 2 TOPIC A -
Time Measurement and Problem Solving

Mod. 2 TOPIC B -
Measuring Weight & Liquid Volume in Metric Units

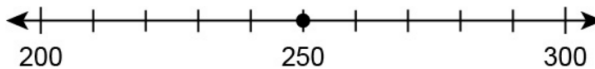
Mod. 2 TOPIC C -
Rounding to the Nearest Ten and Hundred

Mod. 2 TOPIC D -
Two and Three Digit Measurement Addition

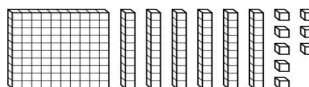
TOPIC E -
Two- and Three-Digit Measurement Subtraction

Because the distance from 631 to 600 is slightly more than 3 tens (30 units) and the distance from 631 to 700 is slightly less than 7 tens (70 units), the value of 631 when rounded to the nearest 100 is 600.

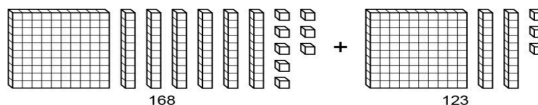
Ask students to identify the halfway point between two consecutive 100s on a number line. For example, give students the following number line.



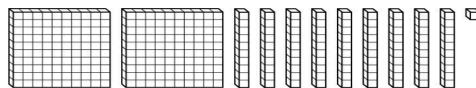
Ask students to use base-ten blocks to show addition. For example, to add $168 + 123$, first represent 168 with base-ten blocks, as shown.



Then, add 1 hundred-block, 2 ten-blocks, and 3 one-blocks to the figure to represent adding 123 to 168.



Because there are 11 one-blocks, replace 10 of them with a single ten-block, leaving a single one-block. Then, count the base-ten blocks to determine the sum.



Because there are 2 hundred-blocks, 9 ten-blocks, and 1 one-block, $168 + 123 = 291$.

Ask students to rewrite subtraction problems as addition problems with a missing addend. For example, $784 - 167$ can be rewritten as $167 + \underline{\quad} = 784$.

Also discuss why the above subtraction problem cannot be rewritten as:
 $784 + \underline{\quad} = 167$.

2024-25 Math Syllabus - 2nd Quarter: October-December

CONTENT: Multiplication and Division with Units of 0, 1, 6-9, and Multiplies of 10

Learning Goals: Upon completion of this time frame, your students should be able to:

- Apply commutative property
- Build fluency of multiplication and division facts
- Use a letter (variable) to represent the unknown
- Analyze the relationship between multiplication and division
- Decompose larger unknown facts into smaller known facts to solve
- Apply the skill of using a letter to represent the unknown
- Apply strategies of units up to 8 when dividing and multiplying
- Use strategies of 9 and recognize arithmetic patterns
- Be able to apply 0 and 1 multiplication facts
- Solve 2 step word problems that involve all 4 operations
- Use rounding skills to make estimation
- Explain reasonableness
- multiply by units of 10
- Apply place value understanding
- Solve 2 step word problems using all 4 math operations

Alabama 3rd Grade Standards:

- 3. Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number.
- 5. Develop and apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for the properties.)
- 6. Use the relationship between multiplication and division to represent division as an equation with an unknown factor.
- 7. Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100.
- 8. Determine and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.
- 9. Recognize and explain arithmetic patterns using properties of operations.
- 12. Use concrete materials and pictorial models based on place value and properties of operations to find the product of a one-digit whole number by a multiple of ten (from 10 to 90).

Additional Approved Resources: AMSTI Supplemental Materials; Illustrative Mathematics; Math in Practice; Math by the Book

Adopted Curriculum: EUREKA	"PARENT HELPS" - Visual Models and Links
<p>CONTENT: Multiplication and Division with 0,1,6-9, multiples of 10.</p> <p>BIG IDEAS: <i>Decompose arrays; Distributive Property Strategy; Related Facts Strategy; Using "groups of" language; Arrays and Tape Diagrams; Not</i></p>	<p>VISUAL MODELS for MULTIPLICATION and DIVISION: 3rd Graders need to SEE multiplication and division in order to build conceptual understanding.</p>

memorizing facts, yet!

MATERIALS: Counting Collections, counters, array cards, base 10 blocks

Mod. 3 TOPIC A -

The Properties of Multiplication and Division

Mod. 3 TOPIC B -

Multiplication and Division Using Units of 6 and 7

Mod. 3 TOPIC C -

Multiplication and Division Using Units up to 8

Mod. 3 TOPIC D -

Multiplication and Division Using Units of 9

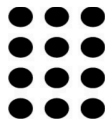
Mod. 3 TOP. E -

Analysis of Patterns & Problem Solving Including Units of 0 and 1

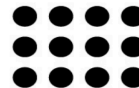
Mod. 3 TOPIC F -

Multiplication of Single-Digit Factors and Multiples of 10

Ask students to use an array model to illustrate the commutative property of multiplication. Some possible student responses are shown.

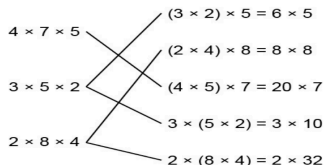


$4 \times 3 = 12$



$3 \times 4 = 12$

Ask students to show or explain how to use a strategy to solve multiplication problems within 100.



7×6

42

7 x 5 = 35 and then add 1 more group of 7 to 35 to get

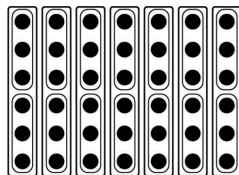
$35 + 7 = 42.$

Help students realize that multiplying a multiple of 2 by 4 will get a multiple of 8. For example, 3×8 can be found by first knowing that $3 \times 2 = 6$ and then realizing that $6 \times 4 = 24$, so $3 \times 8 = 24$. For some students, the multiples of 6 may be easier to know automatically than the multiples of 8. Remind students that this strategy can be used for remembering the multiples of 6 as well. The multiples of 3 can be multiplied by 2 to find the multiples of 6. For example, to find 6×7 , first find that 3×7 is 21. Then multiply 21 by 2 to find that $42 = 6 \times 7$.

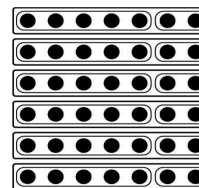
Students should verify that 20×7 is equivalent to 2×7 tens. Since $2 \times 7 = 14$, the product 20×7 is equivalent to 14 tens, or 140. This can be shown using base-ten blocks.

BUILD Arrays to *see* the Distributive Property!!

6×7



$(3 + 3) \times 7 = (3 \times 7) + (3 \times 7) = 21 + 21 = 42$



$6 \times (5 + 2) = (6 \times 5) + (6 \times 2) = 30 + 12 = 42$

2024-25 Math Syllabus - 2nd Quarter: October-December

CONTENT: Multiplication and Area

Learning Goals: Upon completion of this time frame, your students should be able to:

- Recognize area as an attribute
- Recognize units as square
- Find area by counting units square
- Draw their own area models
- Make connections to rectangular arrays and multiplication
- Apply tiling and multiplication skills to determine all whole number possibilities for the side lengths of the rectangles given their area
- Solve word problems involving area
- Decompose and compose regions to determine the area of the original shape

Alabama 3rd Grade Standards:

20. Find the area of a rectangle with whole number side lengths by tiling without gaps or overlaps and counting unit squares.
21. Count unit squares (square cm, square m, square in, square ft, and improvised or non-standard units) to determine area.
22. Relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property.
23. Decompose rectilinear figures into smaller rectangles to find the area, using concrete materials.

** According to AL.3.23, Students need to manipulate tiles when decomposing rectilinear figures into smaller rectangles in order to determine the area.

Additional Approved Resources: AMSTI Supplemental Materials; Illustrative Mathematics; Math in Practice; Math by the Book

Adopted Curriculum: EUREKA

"PARENT HELPS" - Visual Models and Links

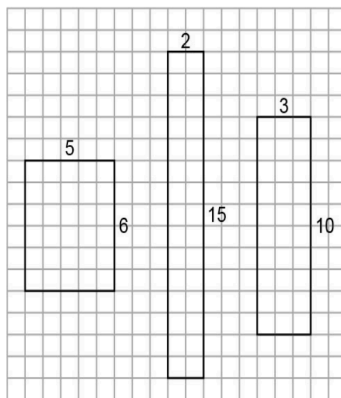
CONTENT: Multiplication & Area

BIG IDEAS:

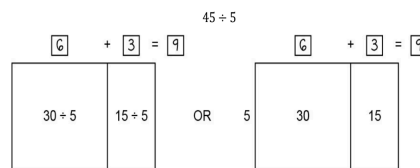
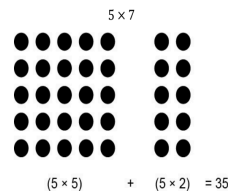
*Concrete Tiling with no gaps/no overlaps;
Arrays and Area Models;
Distributive Property w/ Equation
Using "square" language
"square" ft/cm/in/unit
Not memorizing facts, yet!*

Manipulatives: Array cards, Square inch tiles, Meter stick/rulers, square centimeter cubes, Grid Paper

VISUAL MODELS for AREA: Students should have practice building different rectangles with the same area:



- Ask students to use an array model or an area model to illustrate solving a multiplication or division problem using the distributive property.



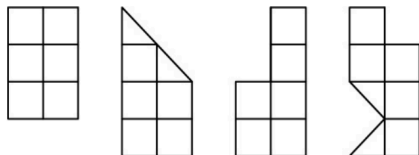
Mod.4 TOPIC A - Foundations for Understanding Area

Mod.4 TOPIC B - Concepts of Area Measurement

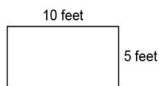
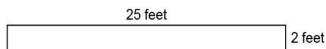
Mod.4 TOPIC C - Arithmetic Properties Using Area Models

Mod.4 TOPIC D - Applications of Area Using Side Lengths of Figures

Ask students to create figures with a given area by rearranging unit squares using graph paper or other manipulatives. For example, show a figure with an area of 6 square units, then create different figures that also each have an area of 6 square units by rearranging the 6 unit squares. Additionally, unit squares can be cut in half and the halves can be rearranged separately.



Ask students to determine possible side lengths of rectangles that have a given area. For example, Jasper purchases a can of paint that covers an area of 50 square feet. Two possible sizes of rectangles that Jasper can paint are 2 feet by 25 feet and 5 feet by 10 feet.



$(3 + 3) \times 2$



$(2 \times 6) + (2 \times 3)$

2024-25 Math Syllabus - 3rd Quarter: January-March
CONTENT: Fractions as Numbers on the Number Line

Learning Goals: Upon completion of this time frame, your students should be able to:

- Partition different models of wholes into different parts
- Identify unit fractions
- Model fractional parts
- Build non-unit fractions
- Shade fractional pieces to represent non-unit fractions
- Compare unit fractions
- Reason about the fraction size
- Partition, place count and compare fractions on a number line
- Analyze fractions with different units to reason about their equivalence
- Recognize that whole numbers can be written as fractions
- Compare fractions by reasoning about their size

Alabama 3rd Grade Standards:

13. Demonstrate that a unit fraction represents one part of an area model (open shapes) or length model (tape diagram/number line) of a whole that has been equally partitioned; explain that a numerator greater than one indicates the number of unit pieces represented by the fraction.
14. Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram.
- a. Represent a unit fraction ($1/b$) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts as specified by the denominator.
 - b. Represent a fraction (a/b) on a number line by marking off a length of size ($1/b$) from zero.
15. Explain equivalence and compare fractions by reasoning about their size using visual fraction models and number lines.
- a. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.
 - b. Compare two fractions with the same numerator or with the same denominator by reasoning about their size (recognizing that fractions must refer to the same whole for the comparison to be valid). Record comparisons using $<$, $>$, or $=$ and justify conclusions.

****REMEMBER: Third grade denominators are limited to 2, 3, 4, 6, and 8. The reasoning: These denominators are easy to work with when proving equivalence !!**

Additional Approved Resources: AMSTI Supplemental Materials; Illustrative Mathematics; Math in Practice; Math by the Book

Adopted Curriculum: EUREKA	"PARENT HELPS" - Visual Models and Links
<p>CONTENT: Fraction Reasoning Fractions on a Numberline Compare/Order Fractions</p> <p>BIG IDEAS: <i>Denominators of 2,3,4,6, & 8 - These denominators are better suited for 3rd graders for manipulating and drawing models as they are just learning about equivalency. Use pattern blocks to demonstrate partitioning of</i></p>	<p>VISUAL MODELS for FRACTIONS: It is important to intentionally connect concrete and pictorial models. Example: After students fold paper, allow them to explore how they would transfer that learning to drawing area models. It is equally important to drop back to concrete models when new concepts are introduced.</p> <p>Students decompose and compose fractions with the same non zero numerator and denominator to show that those fractions are equivalent to 1. Students should conclude that $1=1/3+1/3+1/3=3/3$</p> <p>Students may be asked to identify a fraction that is equal to a whole number!!</p>

shapes; Folding paper strips can correlate to number line placement as well as illustrate equivalency.

MATERIALS: Pattern Blocks, Cuisenaire Rods, Play Doh, Folded Paper, 4x4 orange square to make tape diagrams, Sets of <, >, = cards, Sentence Strips for creating a number lines and to use as larger pieces of paper for folded fractions

Mod.5 TOPIC A -
Partitioning a Whole into Equal Parts

Mod. 5 TOPIC B -
Unit Fractions and their Relation to the Whole

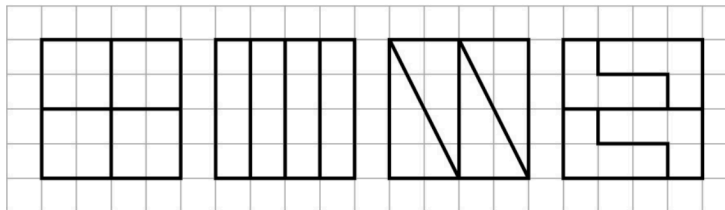
Mod. 5 TOPIC C -
Comparing Unit Fractions & Specifying a Whole

Mod. 5 TOPIC D -
Fractions on a Number Line

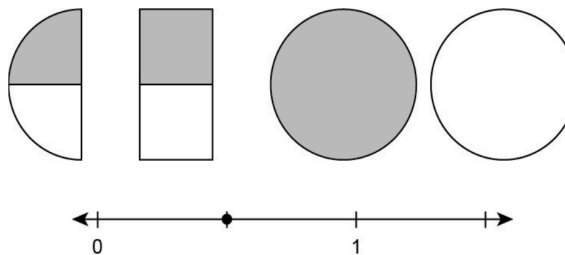
Mod. 5 TOPIC E -
Equivalent Fractions

Mod. 5 TOPIC F -
Comparison, Order, and Size of Fractions

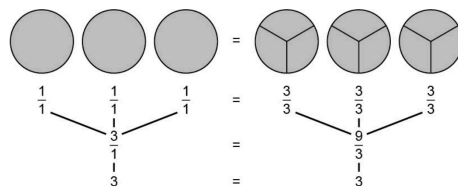
Ask students to explain why two different methods of partitioning the same shape into the same number of equally sized parts result in pieces that are the same unit fraction of the whole. For example, give each student a square and ask the students to partition the square into four equally sized parts. Some possible methods are shown.



Ask students to represent a fraction using a variety of different wholes. For example, students might represent $\frac{1}{2}$ with the following four drawings: a semicircle, a rectangle, a set of two circles, and a number line.



Additionally, students use fraction circles to show that $\frac{2}{3}$, $\frac{3}{3}$, and $\frac{9}{9}$ are all equivalent, when one circle is one whole.



Students identify the whole to determine the value of the fraction when the 1 is not labeled. In the diagram, students could extend the number line to 1 and add partitions to determine the value of the point is $\frac{1}{4}$.



Students place fractions on number lines that do not begin at 0. Students place the fraction $\frac{3}{4}$ on the number line by finding the unit and the denominator.

2024-25 Math Syllabus - 3rd Quarter: January-March

CONTENT: Collecting and Displaying Data

Learning Goals: Upon completion of this time frame, your students should be able to:

- Generate categorical data, organize it, and represent it in a variety of forms.
- Construct and interpret line plot data with fractional values
- Create a scaled picture graph
- Determine a simple probability
- Solve 1 to 2 step word problems involving comparative problems

Alabama 3rd Grade Standards:

16. For a collected set of data, create a scaled (one-to-many) picture graph and scaled bar graph to represent the data set with several categories.

- a. Determine a simple probability from a context that includes a picture.
- b. Solve one- and two- step how many more and how many less problems using information presented in scaled graphs.

17. Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data.

Additional Approved Resources: AMSTI Supplemental Materials; Illustrative Mathematics; Math in Practice; Math by the Book

Adopted Curriculum: EUREKA

"PARENT HELPS" - Visual Models and Links

CONTENT: Data and Measurement to the nearest 1/2 & 1/4 inch

BIG IDEAS:

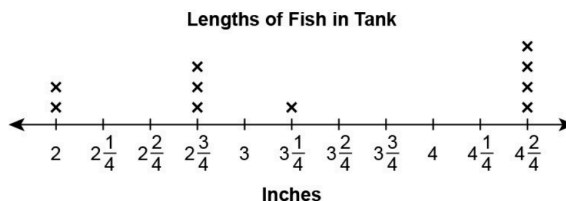
1/4 and 1/2 Inch measuring tool Line Plots; scaled graphing

MATERIALS: Rulers marked with halves and fourths; Objects for measuring and creating a line plot;

Mod.6 -
Collecting and Displaying Data

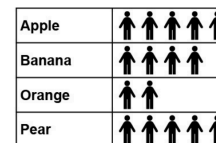
VISUAL MODELS for DATA:

- Ask students to read information from a line plot. For example, given a line plot representing lengths of fish in a classroom tank, determine that there are 2 fish measuring 2 inches, 3 fish measuring 2 3/4 inches, 1 fish measuring 3 1/4 inches, and 4 fish measuring 4 2/4 inches.



Apple	9
Banana	8
Orange	4
Pear	10

Favorite Fruits



Key
Figure = 2 students

Ask students to label the scale on a bar graph or picture graph that corresponds to data in a table

2024-25 Math Syllabus - 4th Quarter: March-May
CONTENT: Geometry and Measurement Word Problems

Learning Goals: Upon completion of this time frame, your students should be able to:

- Compare and classify a polygon using the attributes of each shape
- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes
- Define perimeter
- Apply their knowledge to real world problem solving
- Use rulers to measure the length of shapes to determine perimeter
- Reason to determine the unknown
- Draw conclusions about perimeter and area measurements
- Utilize a line plot
- Solve problems involving area and perimeter using all 4 operations

Alabama 3rd Grade Standards:

- 8. Determine and justify solutions for two-step word problems using the four operations and write an equation with a letter for the unknown quantity; Determine reasonableness of answers using number sense, context, mental computation, estimation strategies including rounding.
- 17. Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data.
- 24. Construct rectangles with the same perimeter and different areas or the same area and different perimeters.
- 25. Solve real-world problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length of rectangles.
- 26. Recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and square) based on the number of sides and the presence or absence of square corners.
 - a. Draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares.

Additional Approved Resources: AMSTI Supplemental Materials; Illustrative Mathematics; Math in Practice; Math by the Book

<p>Adopted Curriculum: EUREKA</p>	<p>"PARENT HELPS" - Visual Models and Links</p>
<p>CONTENT: Geometry/Measurement and Word Problems</p> <p><u>BIG IDEAS:</u> <i>Finding Area and Perimeter using concrete manipulatives, area models, grid paper</i></p> <p>MATERIALS: Pattern Blocks, Cuisenaire Rods, Play Doh, Folded Paper, 4x4 orange square to make tape diagrams, Sets of <, >, = cards, Sentence Strips for creating a number</p>	<p align="center">EMPHASIS on ... "NO GAPS / NO OVERLAPS"</p> <p align="center">-----</p> <p>VISUAL MODELS for GEOMETRY: Ask students to create a set of rectangles with a given area and then predict which one has the smallest perimeter. For example, using a geoboard or unit square manipulatives, create several sets of rectangles, with each set having a common area (16 square units, 25 square units, and 36 square units, respectively), concluding that in each set of rectangles, the square has the smallest perimeter.</p>

lines and to use as larger pieces of paper for folded fractions

Mod 7 TOPIC B -
Attributes of Two-Dimensional Figures

Mod 7 TOPIC C -
Problem Solving with Perimeter

Mod 7 TOPIC D -
Recording Perimeter and Area Data on Line Plots





Mod 7 TOPIC E -
Problem Solving with Perimeter and Area

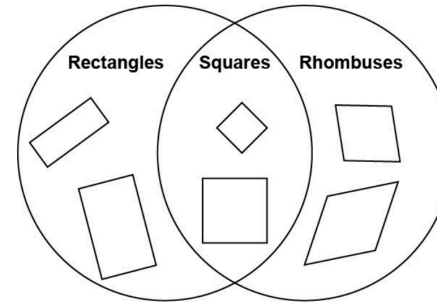
Mod 7 TOPIC A -
Solving Word Problems

Rectangles with areas of 25 square units

Length	Width	Perimeter
1	25	52
5	5	20
25	1	52

Ask students to determine the side length of a regular polygon when given the perimeter. For example, a student has 60 centimeters of yarn to make a triangle with sides of equal length (equilateral). How long is each side? Since $60 \div 3 = 20$, each side of the triangle is 20 centimeters.

	Quadrilateral	Not a Quadrilateral
Has 4 right angles		
Does not have 4 right angles		



2024-25 Math Syllabus - 4th Quarter: March-May
CONTENT: Multiplication Fact Fluency

The month of May has been reserved for "catching up" on content as well as reviewing standards in preparation for 4th Grade. Fact Fluency will be a major focus in May in order to ensure all students have a quick and efficient strategy for their multiplication facts.

Learning Goals: *Upon completion of this time frame, your students should be able to:*

- STATE AUTOMATICALLY all products of two one-digit numbers.

Alabama 3rd Grade Standards:

7. Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100.
 - a. Fluently determine all products obtained by multiplying two one-digit numbers.
 - b. State automatically all products of two one-digit numbers by the end of third grade.

**** Conceptual Understanding of multiplication has been laid by now. Most students are ready to be challenged with automaticity of multiplication facts.**

Additional Approved Resources: AMSTI Supplemental Materials; Illustrative Mathematics; Math in Practice; Math by the Book

Adopted Curriculum: EUREKA

"PARENT HELPS" - Visual Models and Links

MATERIALS: EUREKA Sprints

Throughout this school year, many routines for establishing fact fluency have occurred. Now is the time to ensure that your students can "remember" their facts QUICKLY, or at least have a fluent strategy for figuring out their facts quickly and efficiently!!