Crest Memorial School Curriculum and Pacing Guide	
Grade: 3	Subject Area: Mathematics
Adoption Date: September 2024	Revision Date: September 2024

Mission and Vision Statements

Mission: Successful teaching and learning of mathematics play an important role in ensuring that students have the right skills required to compete in a 21st century global economy. When properly implemented and coupled with opportunities for students to engage in mathematical investigation, communication and problem solving, rigorous mathematics standards hold the promise of elevating the mathematical knowledge and skill of every learner to levels competitive with the best in the world, of preparing our college entrants to undertake advanced work in the mathematical sciences, and of readying the next generation for the jobs their world will demand.

Vision: A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society. All students will have access to a high-quality mathematics education that fosters a population that:

- leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions.
- persists to make sense of and model problems arising in everyday life, society, and the workplace.
- thinks critically and strategically to assess quantitative relationships and to solutions to complex problems.
- employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning.
- interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors.
- communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.

Integration of Technology

9.4.5.TL.2
9.4.5.TL.5

21st Century Skills

9.4.5.CT.1 9.4.5.IML.3

Career Education
9.2.5.CAP.1

Interdisciplinary Connection
L.RF.3.4 SL.ES.3.3 SL.AS.3.6

Accommodations and Modifications	
Special Education	● Follow 504/IEP accommodations ● Create visual with word wall and anchor charts ● Modify amount of independent practice ● Highlight key words in problems / word problems ● Simplify questions ● Read tests aloud ● Provide manipulatives, multiplication chart, 100s chart, or number line ● Shorten assignments to focus on mastery concept
English Language Learners	● Create visual with word wall and anchor charts ● Highlight key words in problems / word problems ● Provide sentence frames or sentence stems ● Use translation program for math vocab as needed
Students At-Risk of Failure	● Allow verbalization before writing ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites”

	● Shorten assignments to focus on mastery concept ● Assignment, project, and assessment modification based on individual student needs ● Use mnemonic devices ● Provide manipulatives, multiplication chart, 100s chart, or number line
Gifted and Talented	● Student choice ● Ask students higher level questions ● Provide opportunities for open-ended, self directed activities ● Give students opportunities to mentor other students ● Assignment, project, and assessment modification based on individual student needs
Students with 504 Plans	● Allow verbalization before writing ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	● Lesson Quick Checks (exit tickets) ● Mid-Chapter Check Points ● Teacher Observation ● Homework
Summative	● Chapter Tests ● Unit Tests
Benchmark	● MAP Math Testing (Fall, Winter, Spring)
Alternative	● Performance Tasks ● Projects ● Math Center Based Learning ● Reflex

Pacing Guide	
Unit 1: Addition and Subtraction Within 1,000	22 days
Unit 2: Represent and Interpret Data	13 days
Unit 3: Understand Multiplication	11 days
Unit 4: Multiplication Facts and Strategies	19 days
Unit 5: Use Multiplication Facts	9 days
Unit 6: Use Division	13 days
Unit 7: Division Facts and Strategies	17 days
Unit 8: Understand Fractions	14 days
Unit 9: Compare Fractions	12 days
Unit 10: Perimeter and Area	14 days
Unit 11: Time, Length, Liquid Volume, and Mass	16 days
Unit 12: Two-Dimensional Shapes	14 days

Unit 1 Learning Goals: Addition and Subtraction within 1,000
Students will be able to add and subtract whole numbers and decide if an answer is reasonable. Students will be able to round to the nearest ten or hundred and estimate a sum/difference. Students will be able to use place value understanding and properties of operations to perform multi-digit arithmetic.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com

	● Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1-2: Review adding and subtracting 3 digit numbers with borrowing and regrouping	3.OA.D.9	● Students will (SW) play “last number standing” game to review place values ● Students will practice adding and subtracting 3 digit numbers
● Day 3-4: Identify and describe whole-number patterns on an addition table and solve problems	3.OA.D.9	● Warm up: Which one doesn’t belong ● Introduce vocab: Commutative Property of Addition, Identity Property of Addition, Pattern, Even, Odd ● GoMath Lesson 1.1 ● Class will discuss what strategies and properties (Identity, Commutative) can make addition easier. Review even and odd numbers then use addition problems to discuss whether sums are odd or even. (odd+odd = even, even + even = even, even + odd=odd) ● SW use white boards to solve simple addition sentences and tell if they are odd or even. ● SW will complete pages in textbook.
●Day 5-6: Rounding to the nearest ten or hundred	3.NBT.A.1	● Warm up ● Introduce and discuss vocab: round ● GoMath Lesson 1.2 ● Teacher will (TW) explain why rounding can be helpful and introduce rounding anchor chart. ● SW practice rounding on white boards. ● SW round 2 and 3 digit numbers to the nearest ten or hundred in textbook. ● Class will create a physical number line (0-50) and round.
● Day 7: Estimating sums	3.NBT.A.1	● Warm up ● Introduce and discuss vocab: estimate

		● GoMath Lesson 1.3 ● SW focus on rounding to the nearest ten or hundred when estimating a sums in textbook.
● Day 8: Using mental math strategies	3.NBT.A.2	● Warm up ● Introduce and discuss vocab: mental math ● GoMath Lesson 1.4 ● SW count by tens and ones, use a number line, or use friendly numbers to find sums mentally in textbook.
● Day 9: Using properties to add	3.NBT.A.2	● Warm up ● Introduce and discuss vocab: Associative Property of Addition ● GoMath Lesson 1.5 ● SW use number posters to physically show they can change their order or the grouping, and how it influences the answer. ● SW use the Commutative and Associative Properties of Addition to add more than two addends in textbook.
● Day 10: Using the break apart strategy to add	3.NBT.A.2	● Warm up ● Review vocab ● GoMath Lesson 1.6 ● SW review how to write a 2/3-digit number in expanded form on whiteboards. SW first estimate a sum and then break apart to add 3 digit numbers. ● Students will use the break apart strategy to add 3-digit numbers in textbook.
● Day 11: Using place value to add	3.NBT.A.2	● Warm up ● Introduce and discuss vocab: regroup ● GoMath Lesson 1.7 ● Students will use place value to add 3-digit numbers in textbook.
● Day 12: Review and Mid chapter checkpoint	3.OA.D.9, 3.NBT.A.1, 3.NBT.A.2	● Warm up ● Teacher will review Chapter 1 strategies ● Students will play 3 digit addition scoot. ● Students will complete Chapter 1 Mid

		Chapter Checkpoint
● Day 13: Estimating differences	3.NBT.A.1	● Warm up ● Review vocab ● GoMath Lesson 1.8 ● Students will use rounding to estimate differences in textbook.
● Day 14: Using mental math strategies for subtraction	3.NBT.A.2	● Warm up ● Review vocab ● Go Math Lesson 1.9 ● Students will use a number line, friendly numbers, or the break apart strategy to find differences mentally in textbook.
● Day 15: Using place value to subtract	3.NBT.A.2	● Warm up ● Introduce and discuss vocab: difference ● Go Math Lesson 1.10 ● Students will use place value to subtract 3-digit numbers on whiteboards and in textbook.
● Day 16: Combining place values to subtract	3.NBT.A.2	● Warm up ● Review vocab ● Go Math Lesson 1.11 ● Students will combine place values strategy to subtract 3-digit numbers on whiteboards and in textbook.
● Day 17-18: Use problem solving to model addition and subtraction	3.OA.D.8	● Warm up ● Review vocab ● Go Math Lesson 1.12 ● Review CUBES process. SW discuss why the key words are so important to the process. SW complete a addition / subtraction key word sort. W choose two words problems throughout the room and solve with partners using CUBES. ● Students will use the strategy “draw it out” or CUBES to solve one and two step addition and subtraction problems in textbook.

● Day 19-20: Chapter 1 Review	3.OA.D.9, 3.NBT.A.1, 3.NBT.A.2, 3.OA.D.8	● Warm up ● Teacher will review Chapter 1 strategies ● Students will complete Chapter 1 Practice Test with Teacher
● Day 21-22: Chapter 1 Test	3.OA.D.9, 3.NBT.A.1, 3.NBT.A.2, 3.OA.D.8	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 1 Test

Inclusive concepts
Our math community is designed to support and celebrate the diverse learning needs of all students, providing varied opportunities for success through hands-on activities, visual aids, and collaborative problem-solving. Additionally, our word problems often include students' interests so they can directly relate to the problem with curiosity and prior knowledge.

Unit 2 Learning Goals: Represent and Interpret Data
Students will be able to understand data-based questions and data collection. Students will be able to represent and interpret data.

Core Instructional Materials	**Supplemental Materials**
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com ● Handouts ● Google classroom / Google forms

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
● Day 1: Organize data in tables and solve problems using the strategy “make a table”	3.DL.B.3 3.DL.A.2	● Warm up: Buzz, skip counting game by 5 ● Introduce vocab: frequency table, data, tally

		table ● GoMath Lesson 2.1 ● Class will create a frequency table based on their favorite season. SW help tally and then answer questions about the information. ● Students will complete textbook pages.
● Day 2: Read and interpret data in a scaled picture graph	3.DL.B.3	● Warm up ● Introduce vocab: key, picture graph ● GoMath Lesson 2.2 ● Teacher will show different pictographs. Teacher will distribute sample pictographs and allow students to discuss in partners. Students will write their own questions and switch to answer. ● Students will complete textbook pages.
● Day 3: Draw a scaled picture graph to show data in a table	3.DL.B.3	● Warm up ● Review vocab ● GoMath Lesson 2.3 ● SW work in partners to draw a picture graph of skittle colors, determine the key, and represent data in pictures. ● Students will complete textbook pages.
● Day 4: Review and Mid-chapter checkpoint	3.0A.D.8 3.DL.B.3	● Warm up ● Teacher will review Chapter 2 strategies ● Students will complete Chapter 2 Mid-Chapter Checkpoint
● Day 5: Use bar graphs	3.DL.B.3	● Warm up ● Introduce vocab: bar graph, horizontal bar graph, scale, vertical bar graph ● GoMath Lesson 2.4 ● Students will read and interpret data in a scaled bar graph in textbook.
● Day 6: Draw scaled bar graphs to show data in a table or picture graph	3.DL.B.3	● Warm up ● Review vocab ● GoMath Lesson 2.5 ● SW tally classmates birthday month and complete bar graph worksheet.

		● Students will complete textbook pages.
● Day 7: Solve one- and two-step compare problems using data represented in scaled bar graphs	3.0A.D.8	● Warm up ● Introduce vocab: skip count ● GoMath Lesson 2.6 ● SW play graphing scoot to review different types of graphs. Review using CUBES to solve problems. ● Students will complete textbook pages.
● Day 8: Read and interpret data in a line plot and use data to make a line plot	3.DL.B.4	● Warm up ● Introduce vocab: line plot ● GoMath Lesson 2.7 ● SW bottle flip 10 times and record the number of successful flips. SW plot success on a line plot. ● Students will complete textbook pages.
● Day 9-10: Develop data-based questions and decide what data is needed to answer them Collect student-centered data to answer data-based questions	3.DL.A.1 3.DL.A.2	● Students will discuss what data they would like to know about their classmates. Each student will decide on data to collect (favorite ice cream flavor, favorite sport, etc). Students will then collect data from classmates make corresponding graphs. ● Students will develop and answer questions to go with their graphs. ● As a class, one dataset will be sorted into a spreadsheet. The class will show how to represent the same data in multiple visual formats on the computer.
● Day 11-12: Chapter 2 Review	3.0A.D.8 3.NBT.A.2 3.0A.D.8 3.DL.B.4 3.DL.A.1 3.DL.A.2	● Warm up ● Teacher will review Chapter 2 strategies ● Students will complete Chapter 2 Practice Test with Teacher
● Day 13: Chapter 2 Test	3.0A.D.8 3.NBT.A.2 3.0A.D.8 3.DL.B.4	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 2 Test

	3.DL.A.1 3.DL.A.2	

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Unit 3 Learning Goals: Understand Multiplication
Students will be able to use multiplication to find how many in all. Students will be able to represent and solve problems involving multiplication.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com ● Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Model and skip count objects in equal groups to find how many there are	3.OA.A.1	● Warm up ● Introduce vocab: equal groups ● GoMath Lesson 3.1 ● The class we will use hula hoops to physically represent the ___ groups of ____. For example for 2 groups of 3, there will be 2 hula hoops with 3 students in each. SW then use counters to make equal groups and describe their groups using repeated addition. ● Students will complete textbook pages.

		● Reflex.com (all students are moved to multiplication 0-10 if not there already)
● Day 2: Write addition sentences and multiplication sentences for a model	3.OA.A.1	● Warm up ● Introduce vocab: factor, multiply, product, addition ● GoMath Lesson 3.2 ● SW use dice to play circles and stars on white board. SW will write repeated addition and multiplication problem on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 3: Model and skip count on a number line to find how many there are	3.OA.A.3	● Warm up ● Review vocab ● GoMath Lesson 3.3 ● SW use dry erase sleeves to skip count on a number line. ● Students will complete textbook pages. ● Reflex.com
● Day 4: Review and Mid chapter checkpoint	3.OA.A.1 3.OA.A.3	● Warm up ● Teacher will review Chapter 3 strategies ● Students will complete Chapter 3 Mid-Chapter Checkpoint ● Reflex.com
● Day 5: Problem solving and modeling multiplication	3.OA.D.8	● Warm up ● Review vocab ● GoMath Lesson 3.4 ● Teacher will review bar models for addition. Class will relate bar models with multiplication to "groups of". ● Students will solve one- and two-step problems by using the strategy “draw a diagram” for problems in the textbook. ● Reflex.com
● Day 6: Model products and factors with arrays	3.OA.A.3	● Warm up ● Introduce vocab: array ● GoMath Lesson 3.5 ● Teacher will ask students what arrays they

		see in the classroom (windows, filing cabinet, etc.). Class will use square pop-its to make a variety of arrays. SW use post its to build arrays in partners. Students will begin array city activity. ● Students will complete textbook pages. ● Reflex.com
● Day 7: Model the Commutative Property of Multiplication and use it to find products	3.OA.B.5	● Warm up ● Introduce vocab: Commutative Property of Multiplication ● GoMath Lesson 3.6 ● Class will relate Commutative Property of Addition to the Commutative Property of Multiplication. Class will write both multiplication equations on white board for varying visuals and arrays. ● Students will complete textbook pages. ● Reflex.com
● Day 8: Multiplying with 1 and 0	3.OA.B.5	● Warm up ● Introduce vocab: Identity Property of Multiplication, Zero Property of Multiplication ● GoMath Lesson 3.7 ● Students will model multiplication with the factors 1 and 0 by drawing pictures on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 9-10: Chapter 3 Review	3.OA.A.1 3.OA.A.3 3.OA.D.8 3.OA.B.5	● Warm up ● Teacher will review Chapter 3 strategies ● Students will complete Chapter 3 Practice Test with Teacher. ● Reflex.com
● Day 11: Chapter 3 Test	3.OA.A.1 3.OA.A.3 3.OA.D.8 3.OA.B.5	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 3 Test ● Reflex.com

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Unit 4 Learning Goals: Multiplication Facts and Strategies
Students will be able to identify strategies used to multiply. Students will be able to multiply within 100.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com ● Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Multiplying with 2 and 4	3.OA.A.3	● Warm up ● Introduce vocab: factor, product ● GoMath Lesson 4.1 ● Students will draw a picture, count by 2s, or use doubles to multiply with the factors 2 and 4. Students will practice multiplying by 2 and 4 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 2: Multiplying with 5 and 10	3.OA.A.3	● Warm up ● Introduce vocab: multiple ● GoMath Lesson 4.2 ● Students will use skip counting, a number

		line, or a bar model to multiply with the factors 5 and 10. Students will practice multiplying by 5 and 10 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 3: Multiplying with 3 and 6	3.OA.A.3	● Warm up ● Review vocab ● GoMath Lesson 4.3 ● Students will draw a picture, use 5s facts and addition, doubles, or a multiplication table to multiply with the factors 3 and 6. Students will practice multiplying by 3 and 6 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 4-5: Use the Distributive Property to find products by breaking apart arrays	3.OA.B.5	● Warm up ● Introduce vocab: Distributive Property, addend, sum ● GoMath Lesson 4.4 ● Students will complete a distributive property worksheet. They will draw a line and break apart the arrays then write the two multiplication equations and solve. ● Students will complete textbook pages. ● Reflex.com
● Day 6: Multiplying with 7	3.OA.C.7	● Warm up ● Introduce vocab: Commutative Property of Multiplication ● GoMath Lesson 4.5 ● Students will use the Commutative or Distributive Property or known facts to multiply with the factor 7. Students will practice multiplying by 7 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 7: Review and Mid chapter checkpoint	3.OA.A.3 3.OA.B.5 3.OA.C.7	● Warm up ● Teacher will review Chapter 4 strategies ● Students will complete Chapter 4

		Mid-Chapter Checkpoint ● Students will complete textbook pages. ● Reflex.com
● Day 8: Reviewing multiplying by 2,4,5,10,3,6, and 7	3.OA.A.3 3.OA.B.5 3.OA.C.7	● Class will play a variety of games and make flashcards to review multiplication facts. ● Reflex.com
● Day 9: Using the associative property of multiplication	3.OA.B.5	● Warm up ● Introduce vocab: Associative Property of Multiplication ● GoMath Lesson 4.6 ● Students will use the Associative Property of Multiplication to multiply with three factors. Students will practice first on their whiteboards. ● Students will complete textbook pages.
● Day 10: Identifying and explaining patterns on the multiplication table	3.OA.D.9	● Warm up ● Introduce vocab: even, odd ● GoMath Lesson 4.7 ● SW fill in a blank multiplication chart starting with known facts. SW use the commutative property to help solve half of the problems on the table. ● Students will complete textbook pages. ● Reflex.com
● Day 11: Multiplying with 8	3.OA.C.7	● Warm up ● Review vocab ● GoMath Lesson 4.8 ● Students will use doubles, a number line, or the Associative Property of Multiplication to multiply with the factor 8. Students will practice multiplying by 8 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 12: Multiplying with 9	3.OA.C.7	● Warm up ● Introduce vocab: subtraction ● GoMath Lesson 4.9 ● Students will use the Distributive Property with addition or subtraction or patterns to

		multiply with the factor 9. Students will practice multiplying by 9 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 13-14: Solving multiplication problems	3.OA.D.8 3.OA.D.9	● Warm up ● Review vocab ● GoMath Lesson 4.10 ● Students will solve multiplication problems by using the strategy “make a table.” ● Students will complete textbook pages. ● Reflex.com
● Day 15-16: Review multiplication facts 0-9 for accuracy and efficiency	3.OA.C.7	● Class will play a variety of games and make flashcards to review multiplication facts. ● Reflex.com
● Day 17-18: Chapter 4 Review	3.OA.A.3 3.OA.B.5 3.OA.C.7 3.OA.D.8 3.OA.D.9	● Warm up ● Teacher will review Chapter 4 strategies ● Students will complete Chapter 4 Practice Test with Teacher
● Day 19: Chapter 4 Test	3.OA.A.3 3.OA.B.5 3.OA.C.7 3.OA.D.8 3.OA.D.9	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 4 Test

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Unit 5 Learning Goals: Use Multiplication Facts
Students will be able to solve problems involving the addition, subtraction, and multiplication and identify and explain patterns in arithmetic.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com ● Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Describing patterns in a table	3.OA.D.9	● Warm up ● Introduce vocab: pattern ● GoMath Lesson 5.1 ● Students will identify and describe a number pattern shown in a function table. ● Students will complete textbook pages. ● Reflex.com
● Day 2: Finding unknown numbers	3.OA.A.4	● Warm up ● Introduce vocab: equation, array, Commutative Property of Multiplication, factor, product ● GoMath Lesson 5.2 ● Students will use an array or a multiplication table to find an unknown factor. ● Students will complete textbook pages. ● Reflex.com
● Day 3: Review and Mid chapter checkpoint	3.OA.D.9 3.OA.A.4	● Warm up ● Teacher will review Chapter 5 strategies ● Students will complete Chapter 5 Mid-Chapter Checkpoint ● Reflex.com
● Day 4: Problem solving using the distributive property	3.NBT.A.3	● Warm up ● Introduce vocab: Distributive property ● GoMath Lesson 5.3 ● Students will solve multiplication problems

		by using the strategy draw a diagram. ● Students will complete textbook pages. ● Reflex.com
● Day 5: Multiplication strategies with multiples of 10	3.NBT.A.3	● Warm up ● Introduce vocab: multiple, place value, tens ● GoMath Lesson 5.4 ● Students will use base-ten blocks, a number line, or place value to multiply with multiples of 10. ● Students will complete textbook pages. ● Reflex.com
● Day 6: Multiplying 1-digit numbers by multiples of 10	3.NBT.A.3	● Warm up ● Introduce vocab: hundreds, ones ● GoMath Lesson 5.5 ● Students will model and record multiplication with multiples of 10 on their whiteboards. ● Students will complete textbook pages. ● Reflex.com
● Day 7-8: Chapter 5 Review	3.OA.D.9 3.OA.A.4 3.NBT.A.3	● Warm up ● Teacher will review Chapter 5 strategies ● Students will complete Chapter 5 Practice Test with Teacher
● Day 9: Chapter 5 Test	3.OA.D.9 3.OA.A.4 3.NBT.A.3	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 5 Test

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Unit 6 Learning Goals: Use Division

Students will be able to use division to find how many in each group or how many equal groups. Students will be able to understand the relationship between multiplication and division.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com ● Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Problem solving division problems with equal groups	3.OA.A.3	● Warm up ● Review vocab ● GoMath Lesson 6.1 ● Students will solve division problems by using the strategy “act it out.” They will use counters and fact families. ● Students will complete textbook pages. ● Reflex.com
● Day 2: Modeling division problems to find how many in each group	3.OA.A.2	● Warm up ● Introduce vocab: divide, equal groups ● GoMath Lesson 6.2 ● Students will use counters to model and explore the meaning of partitive (sharing) division. ● Students will complete textbook pages. ● Reflex.com
● Day 3: Modeling division problems to find how many equal groups	3.OA.A.2	● Warm up ● Review vocab ● GoMath Lesson 6.3 ● Students will use counters to model and explore the meaning of quotative (measurement) division.

		● Students will complete textbook pages. ● Reflex.com
● Day 4: Model division by using equal groups and bar models	3.OA.A.2	● Warm up ● Introduce vocab: dividend, divisor, quotient ● GoMath Lesson 6.4 ● Teacher will show the relationships between using pictures and bar models. SW practice translating a picture to a bar model. ● Students will complete textbook pages. ● Reflex.com
● Day 5: Relating subtraction and division	3.OA.A.3 3.OA.A.2	● Warm up ● Review vocab ● GoMath Lesson 6.5 ● Students will use repeated subtraction and a number line to relate subtraction to division. ● Students will complete textbook pages. ● Reflex.com
● Day 6: Review and Mid chapter checkpoint	3.OA.A.3	● Warm up ● Teacher will review Chapter 6 strategies ● Students will complete Chapter 6 Mid-Chapter Checkpoint ● Reflex.com
● Day 7: Use arrays to model and solve division problems	3.OA.A.3	● Warm up ● Introduce vocab: array ● GoMath Lesson 6.6 ● In groups, SW make arrays using post it notes. SW describe the arrays using multiplication and division equations. ● Students will complete textbook pages. ● Reflex.com
● Day 8: Relating multiplication and division	3.OA.B.6 3.OA.C.7	● Warm up ● Introduce vocab: inverse operations ● GoMath Lesson 6.7 ● Class investigates the relationship between multiplication and division by viewing fact families and inverse operations. Students will work on white board to write out fact families.

		● Students will use bar models and arrays to relate multiplication and division as inverse operations. ● Students will complete textbook pages. ● Reflex.com
● Day 9: Writing related multiplication and division facts	3.OA.C.7	● Warm up ● Introduce vocab: related facts, factor, product ● GoMath Lesson 6.8 ● Students will use fact families to write related multiplication and division facts on whiteboards. ● Students will complete textbook pages. ● Reflex.com
● Day 10: Division rules for dividing with 1 and 0?	3.OA.B.5	● Warm up ● Introduce vocab: Identity Property of Multiplication ● GoMath Lesson 6.9 ● SW use counters to act out division problems, dividing by 1 and the number itself. Class will discuss and list rules for dividing by 1 and 0. SW draw anchor chart in their math journals for reference. ● Students will complete textbook pages. ● Reflex.com
● Day 11-12: Chapter 6 Review	3.OA.A.3 3.OA.A.2 3.OA.B.6 3.OA.C.7 3.OA.B.5	● Warm up ● Teacher will review Chapter 6 strategies ● Students will complete Chapter 6 Practice Test with Teacher
● Day 13: Chapter 6 Test	3.OA.A.3 3.OA.A.2 3.OA.B.6 3.OA.C.7 3.OA.B.5	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 6 Test

Inclusive concepts

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Unit 7 Learning Goals: Division Facts and Strategies
Students will be able to identify strategies used to divide. Students will be able to divide within 100. Students will be able to represent and solve problems involving multiplication and division. Students will be able to solve problems involving the four operations and identify and explain patterns in arithmetic.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com ● Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Dividing by 2	3.OA.A.3	● Warm up ● Review vocab ● GoMath Lesson 7.1 ● Students will use models to represent division by 2. Students will practice dividing by 2 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 2: Dividing by 10	3.OA.C.7	● Warm up ● Introduce vocab: dividend, divisor, factor, product ● GoMath Lesson 7.2 ● Students will use repeated subtraction, a

		number line, or a multiplication table to divide by 10. Students will practice dividing by 10 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 3: Dividing by 5	3.OA.A.3	● Warm up ● Review vocab ● GoMath Lesson 7.3 ● Students will count up by 5s, count back on a number line, or use 10s facts and doubles to divide by 5. Students will practice dividing by 5 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 4: Dividing by 3	3.OA.C.7	● Warm up ● Review vocab ● GoMath Lesson 7.4 ● Students will use equal groups, a number line, or a related multiplication fact to divide by 3. Students will practice dividing by 3 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 5: Dividing by 4	3.OA.C.7	● Warm up ● Introduce vocab: array ● GoMath Lesson 7.5 ● Students will use an array, equal groups, factors, or a related multiplication fact to divide by 4. Students will practice dividing by 4 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 6: Dividing by 6	3.OA.C.7	● Warm up ● Review vocab ● GoMath Lesson 7.6 ● Students will use equal groups, a related multiplication fact, or factors to divide by 6. Students will practice dividing by 6 on

		whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 7: Review and Mid chapter checkpoint	3.OA.A.3 3.OA.C.7	● Warm up ● Teacher will review Chapter 7 strategies ● Students will complete Chapter 7 Mid-Chapter Checkpoint ● Reflex.com
● Day 8: Dividing by 7	3.OA.C.7	● Warm up ● Review vocab ● GoMath Lesson 7.7 ● Students will use an array, a related multiplication fact, or equal groups to divide by 7. Students will practice dividing by 7 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 9:: Dividing by 8	3.OA.A.3 3.OA.A.4	● Warm up ● Review vocab ● GoMath Lesson 7.8 ● Students will use repeated subtraction, a related multiplication fact, or a multiplication table to divide by 8. Students will practice dividing by 8 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 10: Dividing by 9	3.OA.C.7	● Warm up ● Review vocab ● GoMath Lesson 7.9 ● Students will use equal groups, factors, or a related multiplication fact to divide by 9. Students will practice dividing by 9 on whiteboard. ● Students will complete textbook pages. ● Reflex.com
● Day 11: Solving two step problems	3.OA.D.8	● Warm up ● Review vocab

		● GoMath Lesson 7.10 ● SW rotate around the room with a partner to solve story problems, using counters to help "act out" different two-step problems. SW use dry erase marker to use the CUBES strategy on laminated word problems. ● Students will complete textbook pages. ● Reflex.com
● Day 12-13: Investigating the order of operations	3.OA.D.8	● Warm up ● Introduce vocab: order of operations ● GoMath Lesson 7.11 ● Students will color and complete an Order of Operations worksheet and practice solving problems. SW also glue order of operations organizer into math notebooks. ● Students will complete textbook pages. ● Reflex.com
Day 14: Review division facts	3.OA.A.3 3.OA.A.4 3.OA.C.7 3.OA.D.8	● Variety of division games to review division facts ● Reflex.com
● Day 15-16: Chapter 7 Review	3.OA.A.3 3.OA.A.4 3.OA.C.7 3.OA.D.8	● Warm up ● Teacher will review Chapter 7 strategies ● Students will complete Chapter 7 Practice Test with Teacher
● Day 17: Chapter 7 Test	3.OA.A.3 3.OA.A.4 3.OA.C.7 3.OA.D.8	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 7 Test

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Unit 8 Learning Goals: Understand Fractions
Students will be able to develop an understanding of fractions as numbers. Students will be able to use fractions to describe how much or how many.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks ● Give Me Half! book	● Whiteboards/dry erase markers ● Anchor charts ● Fraction strips ● www.Reflex.com ● www. Frax.com ● www.IXL.com ● Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Identifying equal parts of a whole	3.NF.A.1	● Warm up ● Introduce vocab: eighths, equal parts, fourths, halves, sixths, thirds, whole ● GoMath Lesson 8.1 ● Students will explore and identify equal parts of a whole by reading *Give Me Half!* to discuss what equal parts look like. Students will sort shapes into equal or unequal groups. SW then name how many parts they are divided into. (halves, thirds, fourths). ● Students will complete textbook pages. Complete crazy shapes worksheet. ● Frax.com
● Day 2: Divide models to make equal shares.	3.NF.A.1	● Warm up ● Review vocab ● GoMath Lesson 8.2 ● SW use a Hershey bar and share/divide it for two people, four people, etc. ● Students will complete textbook pages and

		fraction name worksheet. ● Frax.com
● Day 3: Use a fraction to name one part of a whole that is divided into equal parts	3.NF.A.1	● Warm up ● Introduce vocab: fraction, unit fraction ● GoMath Lesson 8.3 ● SW write fraction that names shaded part of picture from slide show. ● Students will complete textbook pages. ● Frax.com
● Day 4: Read, write, and model fractions that represent more than one part of a whole that is divided into equal parts	3.NF.A.1	● Warm up ● Introduce vocab: denominator, numerator ● GoMath Lesson 8.4 ● Students will create fraction pizzas. ● Students will complete textbook pages. ● Frax.com
● Day 5: Represent and locate fractions on a number line	3.NF.A.2a 3.NF.A.2b	● Warm up ● Review vocab ● GoMath Lesson 8.5 ● Teacher will partition number line into equal parts and then show how each equal part is the same size. For example, 4 equal parts would have 4 parts and each one on the number line would be ¼. ● Students will work with fraction tiles to relate them to a number line. ● Students will complete textbook pages. ● Frax.com
● Day 6: Review and Mid chapter checkpoint	3.NF.A.1 3.NF.A.2a 3.NF.A.2b	● Warm up ● Teacher will review Chapter 8 strategies ● Students will complete Chapter 8 Mid-Chapter Checkpoint ● Frax.com
● Day 7: Relate fractions and whole numbers by expressing whole numbers as fractions and recognizing fractions that are equivalent to whole numbers.	3.NF.A.3c	● Warm up ● Introduce vocab: fraction greater than 1 ● GoMath Lesson 8.6 For example 3 = 3/1 and 4/4 = 1. ● Students will work on dividing apples to

		share equally among the whole class. They will need to determine how many many whole apples they have and how that translates to a fraction. ● Students will use both number lines and drawing out fractions to visually represent the problem. ● Students will complete textbook pages. ● Frax.com
● Day 8: Using fractions to name part of a group	3.NF.A.1	● Warm up ● Review vocab ● GoMath Lesson 8.7 ● Students will model, read, and write fractional parts of a group. ● Students will complete textbook pages. ● Frax.com
● Day 9: Finding part of a group using unit fractions	3.NF.A.1	● Warm up ● Review vocab ● GoMath Lesson 8.8 ● SW practice separating counters into the number of groups identified with the denominator to find the number of items. ● Students will complete textbook pages. ● Frax.com
● Day 10-11: Finding the whole group using unit fractions	3.NF.A.1	● Warm up ● Review vocab ● GoMath Lesson 8.9 ● Students will solve fraction problems by using the strategy draw a diagram. ● Students will complete textbook pages. ● Frax.com
● Day 12-13: Chapter 8 Review	3.NF.A.1 3.NF.A.2a 3.NF.A.2b 3.NF.A.3c	● Warm up ● Teacher will review Chapter 8 strategies ● Students will complete Chapter 8 Practice Test with Teacher
● Day 14: Chapter 8 Test	3.NF.A.1 3.NF.A.2a	● Warm up ● Teacher will review and preview test with

	3.NF.A.2b 3.NF.A.3c	students ● Students will complete Chapter 8 Test

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Unit 9 Learning Goals: Compare Fractions
Students will be able to compare fractions. Students will be able to build on their understanding of fractions as numbers.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www. Frax.com ● www.IXL.com ● Handouts ● Visual fraction models (tape diagrams, number lines, area models)

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Comparing fractions through problem solving	3.NF.A.3d	● Warm up ● Introduce vocab: compare, equal to (=), greater than (>), less than (<) ● GoMath Lesson 9.1 ● Students will solve comparison problems by using the strategy act it out and by using fraction tiles. ● Students will complete textbook pages.

		● Frax.com
● Day 2: Comparing fractions with the same denominator	3.NF.A.3d	● Warm up ● Introduce vocab: denominator ● GoMath Lesson 9.2 ● Teacher will express that the compared fractions must be referring to the same whole. ● Students will compare fractions with the same denominator by using visual fraction models and reasoning strategies. ● Students will complete textbook pages. ● Frax.com
● Day 3: Comparing fractions with the same denominator	3.NF.A.3d	● Warm up ● Introduce vocab: numerator ● GoMath Lesson 9.3 ● Teacher will express that the compared fractions must be referring to the same whole. ● Students will compare fractions with the same numerator by using visual fraction models and reasoning strategies. ● Students will complete textbook pages. ● Frax.com
● Day 4: Comparing fractions	3.NF.A.3d	● Warm up ● Review vocab ● GoMath Lesson 9.4 ● Students will compare fractions by using models and strategies involving the size of the pieces in the whole. ● Students will complete textbook pages. ● Frax.com
● Day 5: Review and Mid chapter checkpoint	3.NF.A.3d	● Warm up ● Teacher will review Chapter 9 strategies ● Students will complete Chapter 9 Mid-Chapter Checkpoint ● Frax.com
● Day 6: Comparing and ordering fractions	3.NF.A.3d	● Warm up ● Introduce vocab: order ● GoMath Lesson 9.5

		● Students will compare and order fractions by using models and reasoning strategies. With partners they will use fraction strips to order a fractions from greatest to least or least to greatest. ● Students will complete textbook pages. ● Frax.com
● Day 7: Modeling equivalent fractions if the same size	3.NF.A.3a	● Warm up ● Introduce vocab: equivalent, equivalent fractions ● GoMath Lesson 9.6 ● Students will model equivalent fractions by folding paper into various sizes, using area models, and using number lines. ● Students will complete textbook pages. ● Frax.com
● Day 8: Modeling equivalent fractions on a number line	3.NF.A.3a	● Warm up ● Introduce vocab: equivalent, equivalent fractions ● GoMath Lesson 9.6 ● Teacher will show how two fractions are equivalent if they are located at the same point on a number line. ● Students will model equivalent fractions by using number line worksheet. ● Students will finish textbook pages. ● Frax.com
● Day 9: Recognize and generate simple equivalent fractions by reasoning about their size	3.NF.A.3b	● Warm up ● Review vocab ● GoMath Lesson 9.7 ● Students will generate equivalent fractions by using models. SW look at various pictures and determine what equivalent fractions they can name. ● Students will complete textbook pages. ● Frax.com
● Day 10-11: Chapter 9 Review	3.NF.A.3d 3.NF.A.3a	● Warm up ● Teacher will review Chapter 9 strategies

	3.NF.A.3b	● Students will complete Chapter 9 Practice Test with Teacher
● Day 12: Chapter 9 Test	3.NF.A.3d 3.NF.A.3a 3.NF.A.3b	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 9 Test

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Unit 10 Learning Goals: Perimeter and Area
Students will be able to understand geometric measurement. Students will be able to understand concepts of area and relate area to multiplication and to addition. Students will be able to recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Core Instructional Materials	**Supplemental Materials**
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com ● Handouts

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
● Day 1: Finding perimeter of a figure	3.M.C.6	● Warm up ● Introduce vocab: perimeter ● GoMath Lesson 11.1 ● Students will explore the perimeter of

		polygons by counting units on grid paper. They will also build flat shapes with connecting cubes with a partner. ● Students will complete textbook pages.
● Day 2: Finding the perimeter of a figure when given the side lengths	3.M.C.6	● Warm up ● Review vocab ● GoMath Lesson 11.2 ● SW measure various classroom objects to find the perimeter. ● Students will complete textbook pages.
● Day 3: Finding the unknown length of a side of a plane figure when it's perimeter is known	3.M.C.6	● Warm up ● Review vocab ● GoMath Lesson 11.3 ● Students will find the unknown length of a side of a polygon when you know its perimeter. ● Students will complete textbook pages.
● Day 4: Explore perimeter and area as attributes of polygons.	3.M.B.3 3.M.B.3a	● Warm up ● Introduce vocab: area, square unit, unit square ● GoMath Lesson 11.4 ● Teacher will explain how finding the area of a figure is different from finding the perimeter of a figure. Teacher will explain how a square with side length 1 is called "a unit square" and has "one square unit of area." ● Students will construct a figure on graph paper and find the area and perimeter of shape. ● Students will complete textbook pages.
● Day 5: Estimate and measure area of plane figures by counting unit squares	3.M.B.3b 3.M.B.4	● Warm up ● Vocab: square cm, square m, square in, square ft, and non-standard units ● GoMath Lesson 11.5 ● Teacher will explain how a plane figure that can be covered without any gas or overlaps by n unit squares is said to have an area of n square units. Different rectangle / square shapes will be taped on the classroom floor

		following the lines of the tiles. The students will move from shape to shape, finding the area and perimeter of each. ● Students will complete textbook pages.
● Day 6: Relate area to addition and multiplication by using area models	3.M.B.5 3.M.B.5a	● Warm up ● Introduce vocab: multiplication, repeated addition ● GoMath Lesson 11.6 ● Teacher will show how area and multiplication are related and how multiplication can be used to find the area of a rectangle. ● Students will find the area of a rectangle with whole-number side lengths by tiling it (making an array) and showing that the area is the same as would be found by multiplying the side lengths. ● Students will complete textbook pages.
● Day 7: Review and Mid chapter checkpoint	3.M.C.6 3.M.B.3 3.M.B.3a 3.M.B.3b 3.M.B.4 3.M.B.5 3.M.B.5a	● Warm up ● Teacher will review Chapter 11 strategies ● Students will complete Chapter 11 Mid-Chapter Checkpoint
● Day 8: Multiply side lengths to find area of rectangle	3.M.B.5b	● Warm up ● Introduce vocab: pattern ● GoMath Lesson 11.7 ● Teacher will show how the strategy *find a pattern* can be used to solve area problems ● Students will solve area problems using the strategy *find a pattern.* ● Students will complete textbook pages.
● Day 9: Apply the Distributive Property to area models Find the area of combined rectangles by decomposing them and adding the areas	3.M.B.5c 3.M.B.5d	● Warm up ● Introduce vocab: Distributive Property ● GoMath Lesson 11.8 ● Teacher will show how you can break apart a figure to find the area.

		● Student will find the area of combined rectangles using graph paper and tiles. ● Students will complete textbook pages.
● Day 10: Compare rectangles with the same perimeter and different areas	3.M.C.6	● Warm up ● Review vocab ● GoMath Lesson 11.9 ● Teacher will show how to use area to compare rectangles with the same perimeter ● Students will compare areas of rectangles that have the same perimeter ● Students will complete textbook pages.
● Day 11: Compare rectangles with the same area different perimeters	3.M.C.6	● Warm up ● Review vocab ● GoMath Lesson 11.10 ● Teacher will show how to use perimeter to compare rectangles with the same area ● Students will compare perimeters of rectangles that have the same area ● Students will complete textbook pages.
● Day 12-13: Chapter 11 Review	3.M.C.6 3.M.B.3 3.M.B.3a 3.M.B.3b 3.M.B.4 3.M.B.5 3.M.B.5a 3.M.B.5b 3.M.B.5c 3.M.B.5d	● Warm up ● Teacher will review Chapter 11 strategies ● Students will complete Chapter 11 Practice Test with Teacher
● Day 14: Chapter 11 Test	3.M.C.6 3.M.B.3 3.M.B.3a 3.M.B.3b 3.M.B.4 3.M.B.5 3.M.B.5a 3.M.B.5b 3.M.B.5c	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 11 Test

	3.M.B.5d	

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Unit 11 Learning Goals: Time, Length, Liquid Volume, and Mass
Students will be able to tell time and use measurement to describe the size of something. Students will be able to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com ● Handouts ● Judy clocks

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Telling and writing time to the nearest minute	3.M.A.1	● Warm up ● Introduce vocab: minute, analog clock, digital clock, half hour, hour, quarter hour ● GoMath Lesson 10.1 ● Students will read, write, and tell time on analog and digital clocks to the nearest minute. ● Students will complete textbook pages.
● Day 2: Identifying when to use A.M. and P.M.	3.M.A.1	● Warm up ● Introduce vocab: A.M., midnight, noon, P.M.

		● GoMath Lesson 10.2 ● Students will decide when to use A.M. and P.M. when telling time to the nearest minute. ● Students will complete textbook pages.
● Day 3: Measuring elapsed time in minutes	3.M.A.1	● Warm up ● Introduce vocab: elapsed time ● GoMath Lesson 10.3 ● Students will use a number line or an analog clock to measure time intervals in minutes. ● Students will complete textbook pages.
● Day 4: Using time intervals	3.M.A.1	● Warm up ● Review vocab ● GoMath Lesson 10.4 ● Students will use a number line or an analog clock to add or subtract time intervals to find starting times or ending times. ● Students will complete textbook pages.
● Day 4-5: Solving word problems about time intervals	3.M.A.1	● Warm up ● Review vocab ● GoMath Lesson 10.5 ● Students will solve problems involving addition and subtraction of time intervals by using the strategy draw a diagram. ● Students will complete textbook pages.
● Day 6: Review and Mid chapter checkpoint	3.M.A.1	● Warm up ● Teacher will review Chapter 10 strategies ● Students will complete Chapter 10 Mid-Chapter Checkpoint
● Day 7: Generating measurement and showing it on a line plot	3.MD.B.4	● Warm up ● Introduce vocab: inch (in.) ● GoMath Lesson 10.6 ● Measure length to the nearest half or fourth inch and use measurement data to make a line plot. ● Students will complete textbook pages.
● Day 8-9: Estimating and measuring liquid	3.M.A.2	● Warm up

volume in metric units		● Introduce vocab: liquid volume, liter (L) ● GoMath Lesson 10.7 ● Students will estimate and measure liquid volume in liters. ● Students will complete textbook pages.
● Day 10-11: Estimating and measuring mass of objects in metric units	3.M.A.2	● Warm up ● Introduce vocab: gram (g), kilogram (kg), mass ● GoMath Lesson 10.8 ● Students will use scale to estimate and measure mass in grams and kilograms. ● Students will complete textbook pages.
● Day 12-13: Problem solving: add, subtract, multiply, or divide to solve problems involving liquid volumes or masses.	3.M.A.2	● Warm up ● Review vocab ● GoMath Lesson 10.9 ● Students will add, subtract, multiply, or divide to solve problems involving liquid volumes or masses. ● Students will complete textbook pages.
● Day 14-15: Chapter 10 Review	3.M.A.1 3.M.A.2 3.MD.B.4	● Warm up ● Teacher will review Chapter 10 strategies ● Students will complete Chapter 10 Practice Test with Teacher
● Day 16: Chapter 10 Test	3.M.A.1 3.M.A.2 3.MD.B.4	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 10 Test

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Unit 12 Learning Goals: Two-Dimensional Shapes
Students will be able to reason with shapes and their attributes. Students will be able to describe and classify two-dimensional shapes.

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● Think Central-Student Edition/Online Edition ● GO Math! Manipulatives ● Workbooks	● Whiteboards/dry erase markers ● Anchor charts ● www.Reflex.com ● www.IXL.com ● Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Describing plane shapes	3.G.A.1	● Warm up ● Introduce vocab: closed shape, endpoint, line, line segment, open shape, plane shape, point, ray, two-dimensional shape ● GoMath Lesson 12.1 ● Teacher will share some ways to describe two dimensional shapes ● Students will identify and describe attributes of plane shapes. ● Students will complete textbook pages.
● Day 2: Describing angles in plane shapes	3.G.A.1	● Warm up ● Introduce vocab: angle, right angle, vertex ● GoMath Lesson 12.2 ● Teacher will show explain how to describe angles in plane shapes ● Students will describe angles in plane shapes using angle tool made out of two straws. ● Students will complete textbook pages.
● Day 3: Identifying polygons	3.G.A.1	● Warm up

		● Introduce vocab: decagon, hexagon, octagon, pentagon, polygon, quadrilateral, side, triangle ● GoMath Lesson 12.3 ● Teacher will show how to use line segments and angles to make polygons ● Students will identify polygons by the number of sides they have. They will write name of polygon on whiteboard. ● Students will complete textbook pages.
● Day 4: Describing sides of polygons	3.G.A.1	● Warm up ● Introduce vocab: intersecting lines, parallel lines, perpendicular lines ● GoMath Lesson 12.4 ● Teacher will describe line segments that are sides of polygons ● Students will determine if lines or line segments are intersecting, perpendicular, or parallel. ● Students will complete textbook pages.
● Day 5: Review and Mid chapter checkpoint	3.G.A.1	● Warm up ● Teacher will review Chapter 12 strategies ● Students will complete Chapter 12 Mid-Chapter Checkpoint
● Day 6: Classifying quadrilaterals	3.G.A.1	● Warm up ● Introduce vocab: rectangle, rhombus, square, trapezoid, quadrilaterals ● GoMath Lesson 12.5 ● Students will draw quadrilaterals ● Teacher will show how to use sides and angles to help describe quadrilaterals ● Students will describe, classify, and compare quadrilaterals based on their sides and angles ● Students will complete textbook pages.
● Day 7: Drawing quadrilaterals	3.G.A.1	● Warm up ● Introduce vocab: quadrilaterals ● GoMath Lesson 12.6 ● Students will draw quadrilaterals on

		whiteboards. ● Students will complete textbook pages.
● Day 8: Describing triangles	3.G.A.1	● Warm up ● GoMath Lesson 12.7 ● Teacher will show how to use sides and angles to help you describe triangles ● Students will describe and compare triangles based on the number of sides that have equal length and by their angles. ● Students will complete textbook pages.
● Day 9: Problem Solving: Classify Plane Shapes	3.G.A.2	● Warm up ● Introduce vocab: venn diagram ● GoMath Lesson 12.8 ● Teacher will show the strategy draw a diagram to classify plane shapes ● Students will solve problems by using the strategy draw a diagram to classify plane shapes. ● Students will complete textbook pages.
● Day 10: Investigate: Relate shapes, fractions, and area	3.G.A.2	● Warm up ● Introduce vocab: area, unit fraction ● GoMath Lesson 12.9 ● Teacher will show how to divide shapes into parts with equal areas and write the area as a unit fraction of the whole. ● Students will partition shapes into parts with equal areas and express the area as a unit fraction of the whole. ● Students will complete textbook pages.
● Day 11-12: Chapter 12 Review	3.G.A.1 3.G.A.2	● Warm up ● Teacher will review Chapter 12 strategies ● Students will complete Chapter 12 Practice Test with Teacher
● Day 13-14: Chapter 12 Test	3.G.A.1 3.G.A.2	● Warm up ● Teacher will review and preview test with students ● Students will complete Chapter 12 Test

Inclusive concepts
Our math community is designed to support and celebrate the diverse learning needs of all students, providing varied opportunities for success through hands-on activities, visual aids, and collaborative problem-solving. Additionally, our word problems often include students' interests so they can directly relate to the problem with curiosity and prior knowledge.