








Trimester	Unit Title	Recommended Instructional Days
1	Addition and Subtraction Strategies	10-12 days
<b>Domain: Operations and Algebraic Thinking; Number and Operations in Base Ten</b>		
<p><b>Strand:</b></p> <p> <b>3.OA.D.9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p> <b>3.NBT.A.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p> <b>3.NBT.A.2</b> With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <b>Major Cluster</b></div> <div style="text-align: center;"> <b>Supporting Cluster</b></div> <div style="text-align: center;"> <b>Additional Cluster</b></div> <div style="text-align: center;"> <b>Climate Change Opportunity</b></div> </div>		
<b>Mathematical Practices:</b>		
<p><b>Progress Indicator:</b> ◇ Tests ◇ Homework / Classwork ◇ Projects ◇ Formative assessments ◇ Summative assessments ◇ Performance assessments</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		

**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CLKS within Unit**

**Essential Questions:**

Lesson 1.1: How can you use properties to explain patterns on the addition table?

Lesson 1.2: How can you round numbers?

Lesson 1.3: How can you use compatible numbers and rounding to estimate sums?

Lesson 1.4: What mental math strategies can you use to find sums?

Lesson 1.5: How can you add more than two addends?

Lesson 1.6: How can you use compatible numbers and rounding to estimate differences?

Lesson 1.7: What mental math strategies can you use to find differences?

**Essential Understandings:**

Lesson 1.1: We can identify and describe whole-number patterns to solve problems.

Lesson 1.2: We can round 2- and 3-digit numbers to the nearest ten or nearest hundred.

Lesson 1.3: Compatible numbers and rounding can be used to estimate sums.

Lesson 1.4: We can count by tens and ones, use a number line, make compatible numbers, or use friendly numbers to find sums mentally.

Lesson 1.5: The Commutative and Associative Properties of Addition can be used to add more than two addends.

Lesson 1.6: Compatible numbers and rounding can be used to estimate differences.

Lesson 1.7: Number lines, friendly numbers, or the break apart strategy can be used to find differences mentally.

**Vocabulary**

- pattern
- Identity Property of Addition
- rule
- round
- estimate
- compatible numbers
- Associative Property of Addition

**Suggested Activity Description:**

Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLs, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

**Interdisciplinary Connections:**

**Language Arts:**

1. Problem #9 on TB page 30.

**Science:**

1. See Cross-Curricular box on Teacher Edition page 41.

**Social Studies:**

1. See Cross-Curricular box on Teacher Edition page 41.

**Art:**

1. Problem #7 on TB page 30.
2. Problem #9 on TB page 39.

**Music:**

1. UNLOCK the Problem on TB page 25.

**Physical Education:**

1. Problem #8 on TB page 46.
2. Problem #5 on TB page 48.

**Spot Light On:** *Seek multiple perspectives and different answers to questions.*

**Social and Emotional Learning: *Competencies***

SEL Competencies:

- Self- awareness
- Social Awareness
- Self- Management
- Relationship Skills
- Responsible Decision-Making

**Social and Emotional Learning: *Sub-Competencies***

- Recognizing the importance of self-confidence in handling daily tasks and challenges.
- Demonstrate an awareness of the expectations for social interactions in a variety of ways.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Identify and apply ways to persevere through alternative methods to achieve goals.
- Utilize positive communication and social skills to interact effectively with others.
- Develop, implement, and model effective problem solving and critical thinking skills.

**Grade 3 Mathematics**  
**GoMATH Unit 1: Addition and Subtraction Strategies**

Updated  
 August 2024

<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		<b>Benchmarks &amp; Summative Assessments:</b> Chapter/Unit Assessments • Standardized Tests • Project-based Assessments	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments
<b>Supplemental Resources</b>			
<b>Technology:</b> • Chromebooks • Online math manipulatives <b>Other:</b> • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			
<b>Differentiated Student Access to Content:</b> <b>Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Deliver instruction utilizing varied learning styles including audio, visual,	Utilize a multi-sensory (VAKT) approach during instruction,	Extend time requirements, preferred seating, positive reinforcement, check	Create an enhanced set of introductory activities, integrate

and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related
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<b>NJSLS CAREER                  READINESS, LIFE                  LITERACIES &amp; KEY                  SKILLS</b>	<b>Disciplinary Concept(s):</b> Critical Thinking and Problem Solving	
	<i>Core Ideas:</i>	With a growth mindset, failure is an important part of success.
	<i>Performance Expectation/s:</i>	<b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<b>Act as a responsible and contributing community member and employee.</b> <b>Attend to financial well-being.</b> <b>Consider the environmental, social and economic impacts of decisions.</b> <b>Demonstrate creativity and innovation.</b> <b>Utilize critical thinking to make sense of problems and persevere in solving them.</b> <b>Model integrity, ethical leadership and effective management.</b> <b>Plan education and career paths aligned to personal goals.</b> <b>Use technology to enhance productivity, increase collaboration and communicate effectively.</b> <b>Work productively in teams while using cultural/global competence.</b>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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