







Trimester	Unit Title	Recommended Instructional Days
1	Understanding Multiplication	10-12 days
Domain: Operations and Algebraic Thinking		
<p>Strand:</p> <p> 3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe and/or represent a context in which a total number of objects can be expressed as 5×7.</i></p> <p> 3.OA.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $10 \times 3 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) {Clarification: Students need not use formal terms for these properties.}</i></p> <p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Major Cluster</div> <div style="text-align: center;"> Supporting Cluster</div> <div style="text-align: center;"> Additional Cluster</div> <div style="text-align: center;"> Climate Change Opportunity</div> </div>		
Mathematical Practices:		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reason of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 		

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

Essential Questions:

Lesson 2.1: How can you use equal groups to find how many in all?
Lesson 2.2: How is multiplication like addition? How is it different?
Lesson 2.3: How can you use a number line to skip count and find how many in all?
Lesson 2.4: How can you use bar models to represent multiplication?
Lesson 2.5: How can you use arrays to model multiplication and find factors?
Lesson 2.6: How can you use the Commutative Property of Multiplication to find products?
Lesson 2.7: What happens when you multiply a number by 0 or 1?

Essential Understandings:

Lesson 2.1: We can model and skip count objects in equal groups to find out how many there are.
Lesson 2.2: We can write an addition sentence and a multiplication sentence for the same model.
Lesson 2.3: We can model and skip count on a number line to find out how many there are.
Lesson 2.4: We can draw a bar model to solve one- and two-step problems.
Lesson 2.5: We can use arrays to model products and factors.
Lesson 3.6: We can model the Commutative Property of Multiplication and use it to find products..
Lesson 2.7: We can model multiplication with the factors 1 and 0.

Vocabulary

- equal groups
- factors
- multiply
- product
- array
- Commutative Property of Multiplication
- Identity Property of Multiplication
- Zero Property of Multiplication

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

<p>Interdisciplinary Connections:</p> <p>Science:</p> <ol style="list-style-type: none"> 1. See Cross-Curricular box on Teacher Edition page 63. 2. Problem #10 on TB page 88. <p>Social Studies:</p> <ol style="list-style-type: none"> 1. See Cross-Curricular box on Teacher Edition page 63. <p>Music:</p> <ol style="list-style-type: none"> 1. Problem #11 on TB page 73. 2. Problem #16 on TB page 74. <p>Physical Education:</p> <ol style="list-style-type: none"> 1. Problem #12 on TB page 82. <p>Spot Light On: <i>Ask challenging questions equitably of all students.</i></p>	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
<p>SEL Competencies:</p> <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 	<ul style="list-style-type: none"> • 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.
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments 	<p>Benchmarks & Summative Assessments:</p> <ul style="list-style-type: none"> Chapter/Unit Assessments • Standardized Tests • Project-based Assessments

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
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
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • Online math manipulatives <p>Other:</p> <ul style="list-style-type: none"> • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, 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,	Extend time requirements, preferred seating, positive reinforcement, check 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.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

	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.		
--	--	--	--

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Critical Thinking and Problem Solving		
	Core Ideas:	With a growth mindset, failure is an important part of success.	
	Performance Expectation/s:	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<p>Act as a responsible and contributing community member and employee.</p> <p>Attend to financial well-being.</p> <p>Consider the environmental, social and economic impacts of decisions.</p> <p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Model integrity, ethical leadership and effective management.</p> <p>Plan education and career paths aligned to personal goals.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>		

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>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
---	---	---	----------	--	---