Trimester	Unit Title	Recommended Instructional Days
1	**Multiplication Facts and Strategies**	**13-15 days**

Domain: Operations and Algebraic Thinking

Strand:

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. *For example, describe and/or represent a context in which a total number of objects can be expressed as 5 × 7.*

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.B.5 Apply properties of operations as strategies to multiply and divide. *Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 10 x 3 = 30. (Associative property of multiplication.) Knowing that 8 × 5= 40 and 8 × 2= 16, one can find 8 × 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.) {Clarification: Students need not use formal terms for these properties.}*

3.OA.C.7 With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *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.*

Key:

Major Cluster **Supporting Cluster** **Additional Cluster** **Climate Change Opportunity**

Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments

Mathematical Practices:

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 3.1: How can you multiply with 2 and 4?
Lesson 3.2: How can you multiply with 5 and 10?
Lesson 3.3: What are some ways to multiply with 3 and 6?
Lesson 3.4: How can you use the Distributive Property to find products?
Lesson 3.5: What strategies can you use to multiply with 7?
Lesson 3.6: How can you use the Associative Property of Multiplication to find products?
Lesson 3.7: How can you use properties to explain patterns on the multiplication table?
Lesson 3.8: What strategies can you use to multiply with 8?
Lesson 3.9: What strategies can you use to multiply with 9?
Lesson 3.10: What strategies can you use to multiply with 11 and 12?

Essential Understandings:
Lesson 3.1: We can draw a picture, count by 2s, or use doubles to multiply with the factors 2 and 4.
Lesson 3.2: We can use skip counting, a number line, or a bar model to multiply with the factors 5 and 10.
Lesson 3.3: We can draw a picture, use 5s facts and addition, doubles, or a multiplication table to multiply with the factors 3 and 6.
Lesson 3.4: We can use the Distributive Property to find products by breaking apart arrays.
Lesson 3.5: We can use the Commutative or Distributive Property or known facts to multiply with the factor 7.
Lesson 3.6: We can use the Associative Property of Multiplication to multiply with three factors.
Lesson 3.7: We can identify and explain patterns on the multiplication table.
Lesson 3.8: We can use doubles, a number line, or the Associative Property of Multiplication to multiply with the factor 8.

Lesson 3.9: We can use the Distributive Property with addition or subtraction or patterns to multiply with the factor 9.
Lesson 3.10: We can use the Distributive Property with addition or subtraction or patterns to multiply with the factor 11 or 12.

Vocabulary

- multiple
- Distributive Property
- Associative 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

Interdisciplinary Connections:
Science:

1. See Cross-Curricular box on Teacher Edition page 119.
2. See Cross-Curricular: Science page on TB page 136.
3. See Cross-Curricular: Science page on TB page 154.
4. See Cross-Curricular box on Teacher Edition page 161.

Social Studies:

1. See Cross-Curricular box on Teacher Edition page 119.
2. See Cross-Curricular box on Teacher Edition page 161.

Music:

1. Problems #32-34 on TB page 118.

Physical Education:

1. Problem #18 on TB page 119.
2. Problem #23 on TB page 126.

Climate Change: Students may solve multiplication and division word problems involving measurement quantities related to glacier retreat.

Spot Light On: *Ask challenging questions equitably of all students.*

Social and Emotional Learning: *Competencies*	**Social and Emotional Learning: *Sub-Competencies***
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	• 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) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	**Benchmarks & Summative Assessments:** Chapter/Unit Assessments • Standardized Tests • Project-based Assessments

Differentiated Student Access to Content: **Teaching and Learning *Resources/Materials***			
Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**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			
Technology: • Chromebooks • Online math manipulatives **Other:** • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			
Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**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, 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.	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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s):** Financial Well Being	
	Core Ideas:	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	Performance Expectation/s:	**9.4.5.CT.1**: Identify and gather relevant data that will aid in the problem-solving process.

	Career Readiness, Life Literacies, & Key Skills Practices
	Act as a responsible and contributing community member and employee. **Attend to financial well-being.** **Consider the environmental, social and economic impacts of decisions.** **Demonstrate creativity and innovation.** **Utilize critical thinking to make sense of problems and persevere in solving them.** **Model integrity, ethical leadership and effective management.** **Plan education and career paths aligned to personal goals.** **Use technology to enhance productivity, increase collaboration and communicate effectively.** **Work productively in teams while using cultural/global competence.**

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	**X**	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*	**X**	Standards in Action: *Climate Change*