Trimester	Unit Title	Recommended Instructional Days
1	**Multiplication with Multiples of 10 and 100**	**8-9 days**

Domain: Measurement; Number and Operations in Base Ten; Operations and Algebraic Thinking

Strand:

3.M.B.5 Relate area to the operations of multiplication and addition**.**
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

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.}*

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 4.1: How can you use the Distributive Property to multiply with multiples of 10?
Lesson 4.2: How can place value be used to solve problems multiplying with multiples of 10?
Lesson 4.3: What strategies can you use to multiply multiples of 10 by 1-digit numbers?
Lesson 4.4: What place-value strategies can you use to multiply multiples of 100 by 1-digit numbers?
Lesson 4.5: How can you use the Distributive Property and partial products to multiply a 2-digit number by a 1-digit number?

Essential Understandings:
Lesson 4.1: We can use the Distributive Property to solve multiplication problems with multiples of 10.
Lesson 4.2: Base-ten blocks, a number line, and place value can all be used to multiply with multiples of 10.
Lesson 4.3: We can model and record multiplication with multiples of 10.
Lesson 4.4: Base-ten blocks, a quick picture, a number line, patterns, and mental math can all be used to multiply a multiple of 100 by a 1-digit number.
Lesson 4.5: We can use the Distributive Property and partial products to multiply a 2-digit number by a 1-digit number.

Vocabulary
- partial products

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 #15 on TB page 204.

Music:
1. Try Another Problem on TB page 178.
2. Problem #2 on TB page 181.

Physical Education:
1. Problem #29 on TB page 192
2. Problem #17 on TB pace 194.

Spot Light On: *Acknowledge every student's comment or response, even if it's incorrect.*

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:***
<u>Formative Assessments:</u> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	**<u>Benchmarks & Summative Assessments:</u>** Chapter/Unit Assessments • Standardized Tests • Project-based Assessments

Differentiated Student Access to Content:
Teaching and Learning *<u>Resources/Materials</u>*

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	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for	ST MATH special projects, Enrichment worksheets, Art of

the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	practice worksheets	English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	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):** Technology, Collaboration and Communication	
	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.3**: Describe how digital tools and technology may be used to solve problems.
	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*		Standards in Action: *Climate Change*