








Trimester	Unit Title	Recommended Instructional Days
1	Understand Division	12-13 days
<b>Domain: Operations and Algebraic Thinking</b>		
<p><b>Strand:</b></p> <p> <b>3.OA.A.1</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> 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 <math>5 \times 7</math>.</i></p> <p> <b>3.OA.A.2</b> Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i></p> <p> <b>3.OA.A.3</b> 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. </p> <p> <b>3.OA.A.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = ? \div 3</math>, <math>6 \times 6 = ?</math>.</i></p> <p> <b>3.OA.B.5</b> Apply properties of operations as strategies to multiply and divide. <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>10 \times 3 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.) {Clarification: Students need not use formal terms for these properties.}</i></p> <p> <b>3.OA.B.6</b> Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i></p>		

**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  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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 5.1: How can you use the strategy, *act it out*, to solve problems with equal groups?

Lesson 5.2: How can you model a division problem to find how many in each group?

Lesson 5.3: How can you model a division problem to find how many equal groups?

Lesson 5.4: How can you use bar models to solve division problems?

Lesson 5.5: How is division related to subtraction?

Lesson 5.6: How can you use arrays to solve division problems?

Lesson 5.7: How can you use multiplication to divide?

Lesson 5.8: How can you write a set of related multiplication and division facts?

Lesson 5.9: What are the rules for dividing with 1 and 0?

**Essential Understandings:**

Lesson 5.1: We can solve division problems by using the strategy, *act it out*.

Lesson 5.2: We can use models to explore the meaning of partitive (sharing) division.

Lesson 5.3: We can use models to explore the meaning of quotative (measurement) division.

Lesson 5.4: Division can be modeled by using equal groups and bar models.

Lesson 5.5: Subtraction can be related to divisions by using repeated subtraction and a number line.

Lesson 5.6: Division can be modeled by using arrays.

Lesson 5.7: Multiplication and division as inverse operations.

Lesson 5.8: We can write related multiplication and division facts.

Lesson 5.9: There are rules for division with 1 and 0.

**Vocabulary**

- divide
- dividend
- divisor
- quotient
- inverse operations
- related facts

**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 219.
2. See Cross-Curricular box on Teacher Edition page 237.
3. See Cross-Curricular box on Teacher Edition page 243.
4. See Cross-Curricular box on Teacher Edition page 267.

**Social Studies:**

1. See Cross-Curricular box on Teacher Edition page 219.
2. See Cross-Curricular box on Teacher Edition page 237.
3. See Cross-Curricular box on Teacher Edition page 243.
4. See Cross-Curricular box on Teacher Edition page 267.

<p><b>Language Arts:</b> 1. Problem #19 on TB page 267.</p> <p><b>Physical Education:</b> 1. Problem #12 on TB page 262.</p> <p> <b>Climate Change:</b> Students may solve multiplication and division word problems involving measurement quantities related to glacier retreat.</p> <p><b>Spot Light On:</b> <i>Use multiple ways of assessing student understanding.</i></p>	
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>
<p>SEL Competencies:</p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Social Awareness</li> <li>• Self- Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Identify and apply ways to persevere through alternative methods to achieve goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>
<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>
<p><b><u>Formative Assessments:</u></b> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</p>	<p><b><u>Benchmarks &amp; Summative Assessments:</u></b> Chapter/Unit Assessments • Standardized Tests • Project-based Assessments</p>

<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<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>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks • Online math manipulatives</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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.		
--	--	--	--

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s):</b> Impacts of Decisions		
	<b>Core Ideas:</b>	Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.	
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<p><b>Act as a responsible and contributing community member and employee.</b></p> <p><b>Attend to financial well-being.</b></p> <p><b>Consider the environmental, social and economic impacts of decisions.</b></p> <p><b>Demonstrate creativity and innovation.</b></p> <p><b>Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>Model integrity, ethical leadership and effective management.</b></p> <p><b>Plan education and career paths aligned to personal goals.</b></p> <p><b>Use technology to enhance productivity, increase collaboration and communicate effectively.</b></p> <p><b>Work productively in teams while using cultural/global competence.</b></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>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>
---	---	---	----------	--	----------	---