








Trimester	Unit Title	Recommended Instructional Days
2	Division Facts and Strategies	14-15 days
<b>Domain: Operations and Algebraic Thinking</b>		
<p><i>Strand:</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.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.C.7</b> With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</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>		
<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> </ol>		

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 NJSL-CLKS within Unit**

**Essential Questions:**

- Lesson 6.1: What does dividing by 2 mean?  
Lesson 6.2: What strategies can you use to divide by 10?  
Lesson 6.3: What does dividing by 5 mean?  
Lesson 6.4: What strategies can you use to divide by 3?  
Lesson 6.5: What strategies can you use to divide by 4?  
Lesson 6.6: What strategies can you use to divide by 6?  
Lesson 6.7: What strategies can you use to divide by 7?  
Lesson 6.8: What strategies can you use to divide by 8?  
Lesson 6.9: What strategies can you use to divide by 9?  
Lesson 6.10: What strategies can you use to divide by 11?  
Lesson 6.11: What strategies can you use to divide by 12?

**Essential Understandings:**

- Lesson 6.1: We can use models to represent division by 2.  
Lesson 6.2: Repeated subtraction, a number line, or a multiplication table can be used to divide by 10.  
Lesson 6.3: We can count up by 5s, count back on a number line, or use 10s facts and doubles to divide by 5.  
Lesson 6.4: Equal groups, a number line, or a related multiplication fact can be used to divide by 3.  
Lesson 6.5: We can use an array, equal groups, factors, or a related multiplication fact to divide by 4.  
Lesson 6.6: Equal groups, a related multiplication fact, or factors can be used to divide by 6.  
Lesson 6.7: We can use an array, a related multiplication fact, or equal groups to divide by 7.  
Lesson 6.8: Repeated subtraction, a related multiplication fact, or a multiplication table can be used to divide by 8.  
Lesson 6.9: We can use equal groups, factors, or a related multiplication fact to divide by 9.  
Lesson 6.10: Repeated subtraction, a related multiplication fact, or a multiplication table can be used to divide by 11.  
Lesson 6.11: Repeated subtraction, a related multiplication fact, or a multiplication table can be used to divide by 12.

**No New Vocabulary**

**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 NJSL, 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 293.
2. See Cross-Curricular box on Teacher Edition page 311.
3. See Cross-Curricular box on Teacher Edition page 329.

**Social Studies:**

1. See Cross-Curricular box on Teacher Edition page 293.
2. See Cross-Curricular box on Teacher Edition page 311.
3. See Cross-Curricular box on Teacher Edition page 329.

**Language Arts:**

1. Problem #9 on TB page 281.
2. Problem #15 on TB page 287.
3. Problem #17 on TB page 293.

**Art:**

1. Problem #15 on TB page 279.

**Music:**

1. Problem #11 on TB page 282.

**Spot Light On:** *Show students the why behind how things are done when possible.*

<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>
SEL Competencies: <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>	
<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:                  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, 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

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s):</b> Responsible and Contributing Community Member	
	<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>	<b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
	<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>	

	<p><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></p>
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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>