



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Mathematics, Grade 3

Department: Mathematics

Board Approval	Supervisor	Notes
August 2006	Justine Salvo	Born Date
November 2011	Christine Picerno	Revisions
December 2017	Christine Picerno	Revisions
March 2019	Christine Picerno	Review
August 2025	Rich Steckhahn	Alignment to Standards & Revisions

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Township of Ocean Pacing Guide					
Week	Marking Period 1	Week	Marking Period 2	Week	Marking Period 3
1	EnVision Topic 1	14	EnVision Topic 7	28	EnVision Topic 13
2	EnVision Topic 1	15	EnVision Topic 7	29	EnVision Topic 13
3	EnVision Topic 2	16	EnVision Topic 8	30	EnVision Topic 13
4	EnVision Topic 2	17	EnVision Topic 8	31	EnVision Topic 14
5	EnVision Topic 3	18	EnVision Topic 8	32	EnVision Topic 14
6	EnVision Topic 3	19	EnVision Topic 9	33	EnVision Topic 14
7	EnVision Topic 4	20	EnVision Topic 9	34	EnVision Topic 15
8	EnVision Topic 4	21	EnVision Topic 10	35	EnVision Topic 15
9	EnVision Topic 4	22	EnVision Topic 10	36	EnVision Topic 16
10	EnVision Topic 5	23	EnVision Topic 11	37	EnVision Topic 16
11	EnVision Topic 5	24	EnVision Topic 11	38	EnVision Stepping Up to Grade 4
12	EnVision Topic 6	25	EnVision Topic 12	39	EnVision Stepping Up to Grade 4
13	EnVision Topic 6	26	EnVision Topic 12	40	EnVision Stepping Up to Grade 4
		27	EnVision Topic 12		

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Core Instructional & Supplemental Materials including various levels of Texts

EnVision Mathematics 2024 Common Core Grade 1; IXL; Reflex Math

Time Frame

7 weeks

Topic

Operations and Algebraic Thinking

Alignment to Standards

3.OA.A - Represent and solve problems involving multiplication and division

1. Interpret products of whole numbers, e.g., interpret as the total number of objects in 5 groups of 7 objects each.
2. Interpret whole-number quotients of whole numbers, e.g., interpret 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. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as $56 / 8$.
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.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.B - Understand properties of multiplication and the relationship between multiplication and division

5. Apply properties of operations as strategies to multiply and divide.
6. Understand division as an unknown-factor problem.

3.OA.C - Multiply and divide within 100

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

3.OA.D - Solve problems involving the four operations, and identify and explain patterns in arithmetic

8. Solve two-step word problems, including problems involving money, using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

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

Learning Objectives and Activities

Students will be able to...

- Interpret products of whole numbers.
- Interpret whole-number quotients of whole numbers.
- Use multiplication within 100 to solve word problems.
- Use division within 100 to solve word problems.
- Determine the unknown whole number in a multiplication equation.
- Determine the unknown whole number in a division equation.
- Apply properties of multiplication.
- Apply properties of division.
- Understand division as an unknown-factor problem.
- Fluently multiply within 100.
- Fluently divide within 100.
- Solve two-step word problems.
- Assess the reasonableness of answers to two-step word problems.
- Identify and explain the arithmetic patterns.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
3.OA.A.1	1 - Understand Multiplication and Division of Whole Numbers	1, 2
3.OA.A.2	1 - Understand Multiplication and Division of Whole Numbers	4, 5
3.OA.A.3	1 - Understand Multiplication and Division of Whole Numbers	3, 6
	2 - Multiplication Facts: Use Patterns	1, 2, 4, 5, 6
	4 - Use Multiplication Facts to Divide: Division Facts	9
	5 - Fluently Multiply and Divide Within 100	4, 5
3.OA.A.4	4 - Use Multiplication Facts to Divide: Division Facts	8
3.OA.B.5	2 - Multiplication Facts: Use Patterns	3
	3 - Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8	1, 2, 3, 4, 6, 7

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

	4 - Use Multiplication Facts to Divide: Division Facts	6
3.OA.B.6	4 - Use Multiplication Facts to Divide: Division Facts	1, 2, 3, 4
3.OA.C.7	3 - Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8	5

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 3 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	5 weeks
------------	---------

Topic

Number and Operations in Base Ten

Alignment to Standards

3.NBT.A - Use place value understanding and properties of operations to perform multi-digit arithmetic

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., ,) using strategies based on place value and properties of operations.

Learning Objectives and Activities

Students will be able to...

- Round whole numbers to the nearest 10.
- Round whole numbers to the nearest 100.
- Fluently add within 1000.
- Fluently subtract within 1000.
- Fluently subtract within 1000 using the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

3.NBT.A.1	8 - Use Strategies and Properties to Add and Subtract	5
3.NBT.A.2	8 - Use Strategies and Properties to Add and Subtract	1, 3, 4, 6, 7, 8
	9 - Fluently Add and Subtract Within 1,000	1, 2, 3, 4, 5, 6, 7
3.NBT.A.3	10 - Multiply by Multiples of 10	1, 2, 3, 4

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 3 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	4 weeks
Topic	
Number and Operations - Fractions	
Alignment to Standards	
3.NF.A - Develop understanding of fractions as numbers	
1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.	
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size. Understand two fractions as equivalent if they are located at the same point on a number line. b. Recognize and generate simple equivalent fractions by reasoning about their size. Explain why the fractions are equivalent with the support of a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions with the support of a visual fraction model.	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Learning Objectives and Activities

Students will be able to...

- Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts.
- Relate fractions to numbers on the number line.
- Interpret and show unit fractions on the number line.
- Interpret and show fractions of the form $\frac{a}{b}$ on the number line.
- Explain equivalence of fractions.
- Compare fractions by reasoning about their size.
- Relate fraction equivalence to size.
- Relate fraction equivalence to the number line.
- Generate and model equivalent fractions.
- Relate whole numbers and fractions.
- Compare two fractions with the same numerator or same denominator and use the symbols $>$, $=$, or $<$.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
3.NF.A.1	12 - Understand Fractions as Numbers	2, 8
3.NF.A.2a	12 - Understand Fractions as Numbers	4
3.NF.A.2b	12 - Understand Fractions as Numbers	5
3.NF.A.3a	13 - Fraction Equivalence and Comparison	2, 6
3.NF.A.3b	13 - Fraction Equivalence and Comparison	1
3.NF.A.3c	12 - Understand Fractions as Numbers	3
	13 - Fraction Equivalence and Comparison	7
3.NF.A.3d	13 - Fraction Equivalence and Comparison	3, 4, 5, 8

Assessments

Diagnostic

- Beginning of Year Readiness Test

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 3 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Time Frame	6 weeks
Topic	
Measurement	
Alignment to Standards	
3.M.A - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. 3.M.B - Geometric measurement: understand concepts of area and relate area to multiplication and to addition 3. Recognize area as an attribute of plane figures and understand concepts of area measurement. - A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 4. Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units). 5. Relate area to the operations of multiplication and addition. - Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths. - Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. - 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 axb and bxc. Use area models to represent the distributive property in mathematical reasoning. - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	
Learning Objectives and Activities	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Students will be able to...

- Tell and write time to the nearest minute.
- Measure time intervals in minutes.
- Solve word problems involving addition and subtraction of time intervals in minutes.
- Represent a time problem on a number line.
- Measure and estimate liquid volumes using the standard units of liters.
- Measure and estimate masses of objects using the standard units of kilograms and grams.
- Solve one-step word problems involving masses or liquid volumes.
- Recognize area as an attribute of plane figures.
- Understand concepts of area measurement.
- Understand the concept of square units.
- Relate n unit squares to an area of n unit squares.
- Measure areas by counting in square centimeters, square meters, square inches, and square feet.
- Measure areas by counting unit squares in improvised units.
- Relate area to the operation of multiplication.
- Relate area to the operation of addition.
- Find the area of a rectangle by tiling it.
- Show that the area of a rectangle can be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles.
- Represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show that the area of a rectangle with 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.
- Find areas of rectilinear figures by decomposing them into non-overlapping rectangles.
- Solve perimeter problems.
- Solve perimeter problems involving finding an unknown side length.
- Exhibit rectangles with the same perimeter and different areas.
- Exhibit rectangles with the same area and different perimeters.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
3.M.A.1	14 - Solve Time, Capacity, and Mass Problems	1, 2, 3, 9
3.M.A.2	14 - Solve Time, Capacity, and Mass Problems	4, 5, 6, 7, 8

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

3.M.B.3a	6 - Connect Area to Multiplication and Division	1
3.M.B.3b	6 - Connect Area to Multiplication and Division	1
3.M.B.4	6 - Connect Area to Multiplication and Division	2, 3
3.M.B.5a	6 - Connect Area to Multiplication and Division	4
3.M.B.5b	6 - Connect Area to Multiplication and Division	7
3.M.B.5c	6 - Connect Area to Multiplication and Division	5
3.M.B.5d	6 - Connect Area to Multiplication and Division	6
3.M.C.6	16 - Solve Perimeter Problems	1, 2, 3, 4, 5, 6

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 3 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Technology Integration
● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Career Education
● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	5 weeks
Topic	
Data Literacy	
Alignment to Standards	
3.DL.A - Understand data-based questions and data collection. 1. Develop data-based questions and decide what data will answer the question. 2. Collect student-centered data (e.g. collect data on students' favorite ice cream flavor) or use existing data to answer data-based questions. 3.DL.B - Represent and interpret data 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	
Learning Objectives and Activities	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Students will be able to...

- Draw a scaled picture graph to represent a data set with several categories.
- Draw a scaled bar graph to represent a data set with several categories.
- Solve problems using information presented in scaled bar graphs.
- Find lengths involving halves and fourths of a unit and display them in a line plot.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
3.DL.A.1	MDIS Lessons	D45, D46, D47, D48, D49
3.DL.A.2	MDIS Lessons	D50, D51, D52, D53
3.DL.B.3	7 - Represent and Interpret Data	1, 2, 3, 4, 5
3.DL.B.4	12 - Understand Fractions as Numbers	6, 7

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 3 Math Linkit! NJSL Form A, Form B, Form C

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	2 weeks
------------	---------

Topic

Geometry

Alignment to Standards

3.G.A - Reason with shapes and their attributes

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Learning Objectives and Activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

Students will be able to...

- Understand that shapes in different categories may share attributes.
- Understand that shared attributes of shapes can define a larger category.
- Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and draw quadrilaterals that are non-examples.
- Partition shapes into parts with equal areas.
- Express the area of each equal part of a shape as a unit fraction of the whole.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
3.G.A.1	15 - Attributes of Two-Dimensional Shapes	1, 2, 3, 4
3.G.A.2	12 - Understand Fractions as Numbers	1

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 1 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

NJSLS: Science

- **EnVision Topic 15: 3 Act Math: Square It Up** - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 3

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy

