



Summit Public Schools

Grade 3 Mathematics Curriculum Revised: July 2024

Course Description

In Grade 3, instructional time should focus on four critical areas:

(1) Developing understanding of multiplication and division and strategies for multiplication and division within 100;

Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Developing understanding of fractions, especially unit fractions (fractions with numerator 1); Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Developing understanding of the structure of rectangular arrays and of area; Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Describing and analyzing two-dimensional shapes;

Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Pacing Guide

Trimester 1	Trimester 2	Trimester 3
<u>*Topics 8/9: Fluently Add and Subtract within 1,000 & Rounding/Estimation</u> <u>Topic 1: Understand Multiplication and Division of Whole Numbers</u> <u>Topic 2: Multiplication Facts: Use Patterns</u> <u>Topic 3: Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8</u> <u>*Topics 4/5: Use Multiplication to Divide: Division Facts & Fluently Multiply and Divide within 100</u> *(combined topics; 1 assessment will be administered at the end which will cover both Topics)	<u>Topic 6: Connect Area to Multiplication and Division</u> <u>Topic 16: Solve Perimeter Problems</u> <u>Topic 12: Understand Fractions as Numbers</u> <u>Topic 13: Fraction Equivalence and Comparison</u> <u>Topic 7: Represent and Interpret Data</u>	<u>Topic 14: Solve Time, Capacity, and Mass Problems</u> <u>Topic 15: Attributes of Two-Dimensional Shapes</u> <u>Topic 10: Multiply by Multiples of 10</u> <u>Topic 11: Use Operations with Whole Numbers to Solve Problems</u>

BOY Required Assessments: iReady Math Diagnostic	Mid-Year Required Assessment: iReady Math Diagnostic	EOY Required Assessment: iReady Math Diagnostic	Topic Assessments to be given at the end of each topic throughout the year. Assessments and scoring guides are linked at the end of each topic in this document.
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Topic 9– Fluently Add and Subtract within 1,000 & Round to the Nearest Ten and Hundred

1 assessment will be administered at the end which will cover Topic 9 & Rounding only from Topic 8

*Please follow the lesson progression found below; additional instructional days may be added for rounding if needed.

Big Idea: Using place value understanding and properties of operations to perform multi-digit arithmetic.

Essential Questions	Standards
• How can sums and differences be estimated and found mentally? • What are procedures for adding and subtracting whole numbers? • What strategies can be used for rounding numbers to the nearest ten or hundred?	3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.A.2 Fluently 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.OA.D.8 Solve two-step word problems 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.

Topics 8/9– Fluently Add and Subtract within 1,000 & Round to the Nearest Ten and Hundred

Key Vocabulary: round, place value, compatible numbers, regroup

*Although the 3rd grade standard does not require students to master the standard algorithm for addition and subtraction, we have found that it is beneficial for students to have an understanding of this method earlier than what the standards call for. While students are **not expected to master the standard algorithm at this level**, it will help set a solid foundation for 4th grade math. **Please only teach partial sums and differences (lessons 9-1 and 9-4) and then take the other days to teach students how to regroup using the standard algorithm to add and subtract within 1000, including subtracting across zeros.**

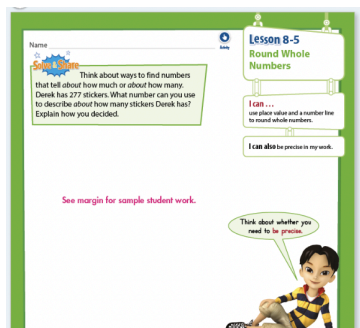
*Mastery of the standard algorithm will remain a focus in 4th grade as they use it with larger numbers.

*Please follow the lesson progression found below; up to 2 additional instructional days may be added for rounding if needed.

<u>Warm-Up</u> <u>Number Talk Warm-Up Option</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
<u>Topic Opener Day:</u> This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) <u>Optional Mini-Lesson Slides:</u> <u>Topic 9 Slideshow Folder</u> <u>Graphic Organizers:</u> <u>Graphic Organizer Folder</u>			
<u>Topic 8 Focus Lessons: Rounding to the Nearest Ten and Hundred</u>			
<u>NEW 25-26: Prior to teaching 8-5, please complete the <u>Place Value Refresher</u>, which covers the following prerequisite skills:</u> • Counting by ones, tens, hundreds • Identifying place value and value • Comparing & ordering numbers through 1,000 • Finding missing numbers in a number pattern			

Lesson 8-5 (Up to 2 instructional days may be used if needed)

Solve and Share:
Student's edition p. 305



Vocabulary:
Round, place value

Daily Optional Mini-Lesson:

- Watch Visual Learning Animation Plus Video

Lesson 8-5:
Today we will use place value and a number line to round numbers.

We will do this by:

1. Convince Me!
2. using our knowledge of place value.

Suggestions/Ideas for Lessons/Topic:

[Chart-Rounding Rap & Rounding Poem](#)

[Rounding/Estimating Activities Folder](#)

Meet with Teacher-

- Guided/Independent Practice Student's edition p.307

At Your Seat-

- [At Your Seat Folder](#)
- Reteach to Build Understanding and Enrichment worksheets (EnVision)

Technology-

- iReady
- Practice Buddy (EnVision)
- Quick Check
- [Robo Launch](#) (enVision)
- [Galaxy Launch](#) (enVision)
- [Addit-adding three numbers](#) (enVision)
- [Galaxy Launch](#) (enVision)

Hands-On-

- [Hands on Folder](#)
- enVision Center Games
- Pick a Project (EnVision)

[Add w/in 1,000 Mini-math Mystery](#)

[Exit Tickets for Topic 8](#)
[Exit Tickets for Topic 9](#)

(Alternate options below)

Lesson 8-5 Turn and Talk:
What does it mean to round a number to the nearest ten or hundred?

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Lesson 8-6/8-7 (combined lessons)

Solve and Share:
Student's edition p. 309

Lesson 8-6/8-7
Today we will use rounding or compatible numbers to estimate a sum and a difference.

One way we can do this is

Lesson 8-6/8-7
Meet with Teacher-

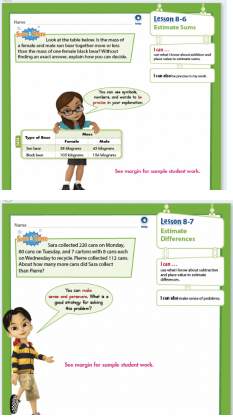
- Guided/Independent Practice Student's edition p.311-315

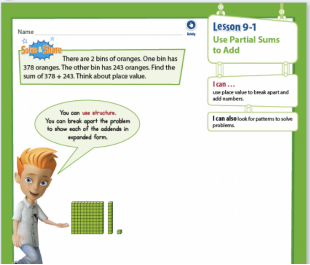
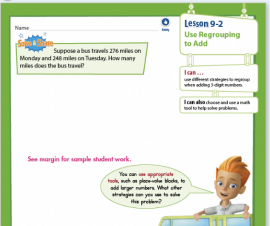
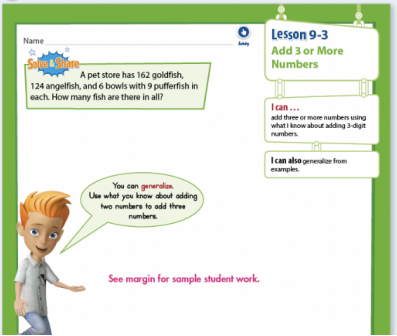
*At Your Seat, Technology, Hands On, see above.

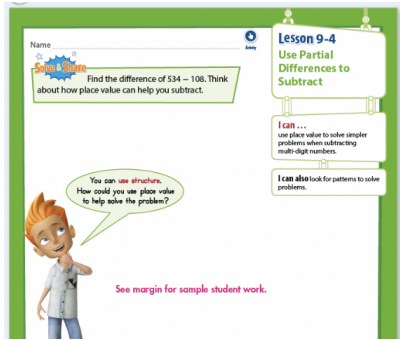
Lesson 8-6/8-7 Exit ticket:

Round to the nearest ten; estimate then solve: $368 + 144$.

Round to the nearest

 Vocabulary: Compatible numbers	by: 1. Convince Me! 2. Finding numbers that are close to the addends that are easy to add mentally.		hundred; estimate then solve: $429-189$.
<u>Topic 9: Fluently Add and Subtract Within 1,000</u> <i>(Please follow the lesson changes below, the provided lesson slides are very helpful for this unit!)</i> <i>*For lesson 9-2, teach students how to regroup using the standard algorithm instead of with place value blocks as suggested by enVision (you can still use the Solve and Share and the Independent Practice Problems) in the student edition.</i> <i>*For lesson 9-3, have students choose between partial sums or the standard algorithm only.</i> <i>*For lesson 9-5, teach regrouping using the standard algorithm, which includes subtracting across zeros, instead of with place value blocks as suggested by enVision (you can still use the Solve and Share and the Independent Practice Problems). A suggestion would be to include an additional day to your plans or to teach this skill in whole group for extra practice time with subtracting across zeros.</i> <i>*For lesson 9-6, have students choose between partial sums or differences or the standard algorithm.</i>			
Lesson 9-1 Solve and Share: Student's edition p. 337	Lesson 9-1: Today we will add two 3-digit numbers using partial sums. We will do this by: 1. Convince me! 2. Breaking apart problems into simpler problems.	Lesson 9-1: Meet with Teacher- • Guided/ Independent Practice Student's edition p.339 & 340 <i>*At Your Seat, Technology, Hands On, see above.</i>	Lesson 9-1 Stop and Jot: First, estimate the sum. Then, solve the problem using partial sums. $543+167$.

 Vocabulary:			
Lesson 9-2 Solve and Share: Student's edition p. 341  Vocabulary: regroup	Lesson 9-2: Today we will add 3-digit numbers using the standard algorithm. We will do this by: 1. Convince Me! 2. regrouping.	Lesson 9-2: Meet with Teacher- • Guided/Independent Practice Student's edition p.343-344 *At Your Seat, Technology, Hands On, see above.	Lesson 9-2 Exit ticket: $437+493=$
Lesson 9-3 Solve and Share: Student's edition p. 345  Vocabulary:	Lesson 9- 3: Today we will add three or more numbers using partial sums or the standard algorithm. We can do this by: 1. Convince Me! 2. using partial sums or column addition.	Lesson 9-3: Meet with Teacher- • Guided Practice Student's edition p.347-348 *At Your Seat, Technology, Hands On, see above.	Lesson 9-3 Exit ticket: Estimate and then find the sum. $729+129+18$
Lesson 9-4 Solve and Share: Student's edition p.	Lesson 9-4: Today we will subtract	Lesson 9-4: Meet with Teacher-	Lesson 9-4 Stop and Jot: Estimate and then use partial

**Vocabulary:**

multi-digit numbers using **partial differences.**

We will do this by:

1. Convince Me!
2. using partial differences.

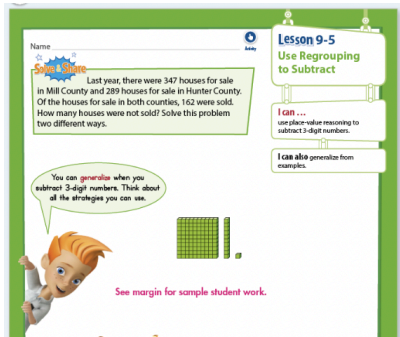
- Guided Practice Student's edition p.351-352

*At Your Seat, Technology, Hands On, see above.

differences to subtract. You can also use an open number line.
838-456

Lesson 9-5 Solve and Share:
Student's edition p. 353

*(Pacing suggestion: add an additional day or teach whole group to ensure extra repetitive practice)

**Vocabulary:**

Lesson 9-5:
Today we will subtract 3-digit numbers using the **standard algorithm, which include subtracting across zeros.**

We will do this by:

1. Convince me!

Lesson 9-5:
Meet with Teacher-

- Guided Practice Student's edition p.355-356

*At Your Seat, Technology, Hands On, see above.

Lesson 9-5 Exit ticket:
Estimate and then use partial differences to subtract.
627-519

Lesson 9-6 Solve and Share:
Student's edition p. 357

Lesson 9-6:
Today we will choose a strategy to add 3-digit numbers and subtract a 3-digit number from another 3-digit number with one or more zeros.

We will do this by:

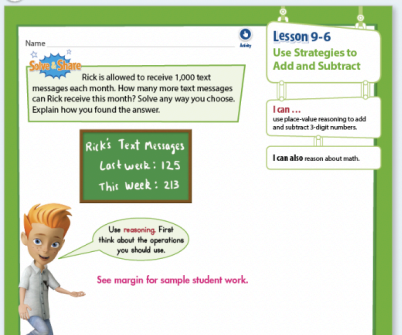
1. Convince Me!

Lesson 9-6:
Meet with Teacher-

- Guided Practice Student's edition p.359-360

*At Your Seat, Technology, Hands On, see above.

Lesson 9-6 Stop and Jot:
Estimate and then find the sum or difference. 450+279
372-188

 Vocabulary:	2. using the adding on strategy and the partial differences strategy.		
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 1: Understand Multiplication and Division of Whole Numbers

Big Idea: Develop an understanding of multiplication and division and strategies for multiplication and division within 100.

Essential Questions	Standards
- How can thinking about equal groups help you understand the connection between multiplication and division? - How can I use what I know about equal groups to help multiply numbers? - How can you use known multiplication facts to solve unknown facts? - How can you use known multiplication facts to find unknown division facts? How are multiplication and division related? - What are strategies to solve multiplication and division facts? - What are ways to solve two-step problems?	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. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> 3.OA.A.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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 a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i> 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. <i>2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>

Topic 1—Understand Multiplication and Division of Whole Numbers

Key Vocabulary: equal groups, multiplication, factors, product, equations, expression, unknown, number line, arrays, rows, columns, commutative property of multiplication, division

Please include *expression* as one of the vocabulary words you introduce and continue to use throughout the multiplication and division units. It is important for students to know the correct math language and definitions that define an expression versus an equation.

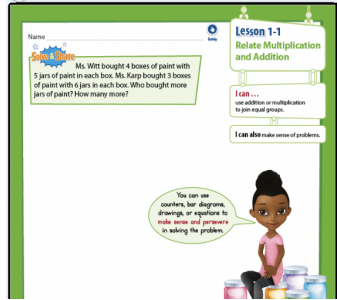
Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations	Share/Reflection
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Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

Topic 1 Anchor Chart- [Multiplication Strategies](#)

Graphic Organizers- [Graphic Organizers Folder](#)

Lesson 1 Solve and Share:
Student’s edition p. 5



Vocabulary:
Equal groups, multiplication, factors, product, equations, expression, unknown

Daily Optional Mini-Lesson:

- Watch Visual Learning Animation Plus Video

Lesson 1:
Today we will use repeated addition to show the relationship between multiplication and addition.

We can do this by:

1. Convince me!
2. modeling with counters, using a bar model, or writing an equation.

Suggestions for Lessons/Topic:

Lesson 1:
Meet with Teacher-

- Guided/Independent Practice Student’s edition p. 7-8

At Your Seat-

- [At Your Seat Folder](#)
- Reteach to Build Understanding and Enrichment worksheets (EnVision)

Technology-

- iReady
- Practice Buddy (EnVision)
- Quick Check
- [Launch that Sheep-Multiply and Divide 1-digit Numbers](#) (enVision)

Hands-On-

- [Hands on Folder](#)
- enVision Center Games
- Pick a Project (EnVision)

[Exit Tickets for Topic 1](#)

(Alternate options below)

Lesson 1 Turn and Talk:
Partners: Draw a picture to show equal groups. Then write related addition and multiplication sentences for 5 groups of 4.

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Lesson 2 Solve and Share:
Student’s edition p. 9

Lesson 2:
Today we will use number lines to join equal groups.

One way we can do this is by:

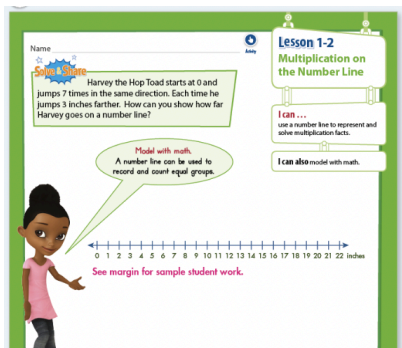
1. Convince Me!
2. skip counting on the

Lesson 2:
Meet with Teacher-

- Guided/Independent Practice Student’s edition p.11-12

*At Your Seat, Technology, Hands On, see above.

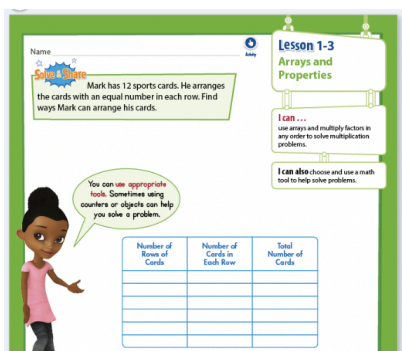
Lesson 2 Stop and Jot
Students:
How can you use a number line to skip count and find how many in all? Share and check with a partner.



Vocabulary:
Number line

number line.

Lesson 3 Solve and Share:
Student's edition p. 13



Vocabulary:
Arrays, rows, columns,
Commutative Property of
Multiplication

Lesson 3:
Today we will use arrays
and properties to
understand multiplication.

One way we will do this
by:

1. Convince Me!
2. using counters.

Lesson 3:
Meet with Teacher-

- Guided/Independent Practice
Student's edition p. 15-16

*At Your Seat, Technology, Hands
On, see above.

Lesson 3 Exit ticket:
Students: Draw an array
to show that there are 6
shelves with 4 books on
each shelf. Write an equation
to show how many books
there are in all.

Lesson 4 Solve and Share:
Student's edition p.
17

Lesson 4:
Today we will use sharing
to separate equal groups
and to think about division.

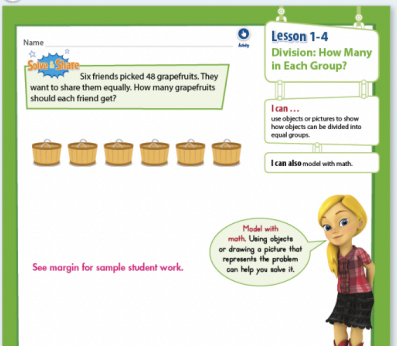
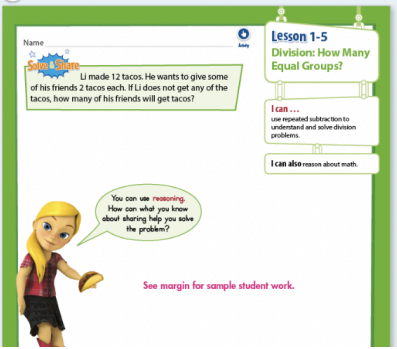
One way we can do this is

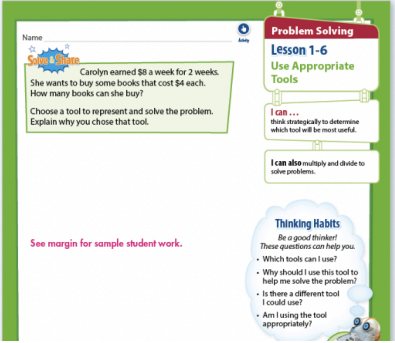
Lesson 4:
Meet with Teacher-

- Guided /Independent Practice
p.19-20

*At Your Seat, Technology, Hands

Lesson 4 Exit ticket:
Draw a bar model to solve 14
divided by 2.

 Vocabulary: Division	by: 1. Convince Me! 2. using bar models.	On, see above.	
Lesson 5 Solve and Share: Student's edition p. 21  Vocabulary:	Lesson 5: Today we will use repeated subtraction to show the relationship between division and subtraction. We can do this by: 1. Convince Me! 2. subtracting the same amount from a number until we reach zero.	Lesson 5: Meet with Teacher- Guided Practice Student's edition p. 23 *At Your Seat, Technology, Hands On, see above.	Lesson 5 Turn and Talk: How can we use repeated subtraction to divide? Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...
Lesson 6 Solve and Share: Student's edition p. 25	Lesson 6: Today we will think strategically about available tools that can be used to solve problems. We can do this by: 1. Convince Me!	Lesson 6: Meet with Teacher- • Guided/Independent Practice Student's edition p. 23-24 *At Your Seat, Technology, Hands On, see above.	Lesson 6 Stop and Jot: How can you use tools to solve word problems?

 Vocabulary:	2. use cubes and counters to help us solve problems.		
Review Option: Topic Review Jeopardy			
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 2: Multiplication Facts: Use Patterns	
Big Idea: Develop an understanding of multiplication and division and strategies for multiplication and division within 100.	
Essential Questions	Standards
- How do I identify and use patterns to multiply numbers 0-9? - How do I identify patterns in number count-bys, multiplications and divisions; relate multiplication and division.	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.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. 3.OA.B.5: Apply properties of operations as strategies to multiply and divide.<i>2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and 8</i>

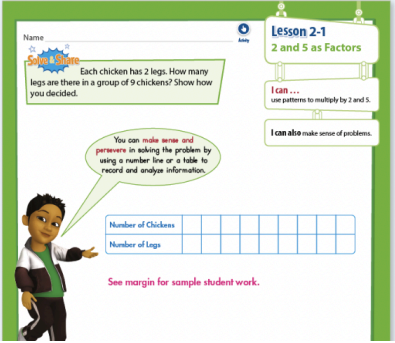
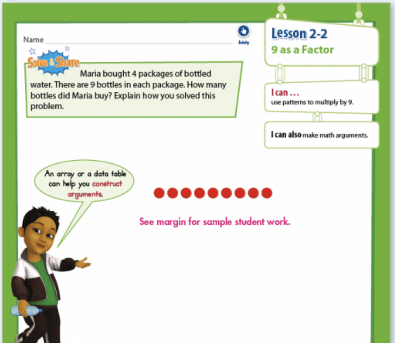
	$\times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. <i>(Distributive property.)</i> 3.OA.A.1: Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> 3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i>
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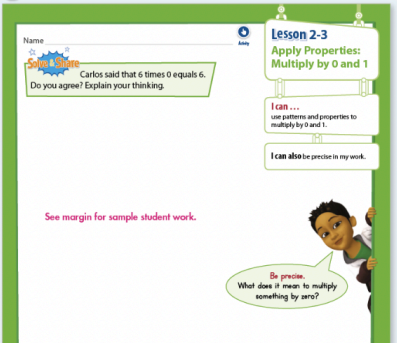
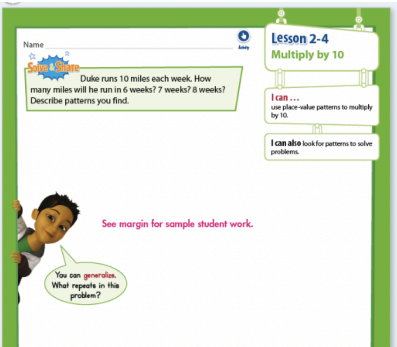
Topic 2- Multiplication Facts: Use Patterns

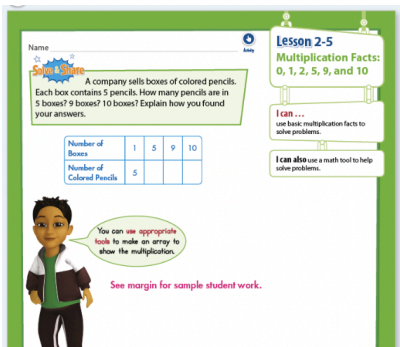
Key Vocabulary: multiples, Identity (One) Property of Multiplication, Zero Property of Multiplication

Please include *expression* as one of the vocabulary words you introduce and continue to use throughout the multiplication and division units. It is important for students to know the correct math language and definitions that define an expression versus an equation.

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
<u>Topic Opener Day:</u> This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) <u>Topic 2 Anchor Chart-</u> Multiplication Fact Strategies			
Lesson 1 Solve and Share: Student’s edition p. 41	Daily Optional Mini-Lesson: Watch Visual Learning Animation Plus Video Lesson 1: Today we will gain fluency in multiplication when using 2 and 5 as factors. One way we can do this is by:	Suggestions for Lessons/Topic: Lesson 1: Meet with Teacher- - Guided/Independent Practice p.43-44 At Your Seat- At Your Seat Folder - Reteach to Build Understanding and Enrichment worksheets (EnVision)	Exit Tickets for Topic 2 (Alternate options below) Lesson 1 Turn and Talk: Skip count by 2s and 5s with a partner. How can this help you answer a problem such as 5×6? Use Math Talk anchor chart - I think...

 Vocabulary: Multiples	1. Convince Me! 2. skip counting.	Technology- • iReady • Practice Buddy (EnVision) • Quick Check • Power House-Equal Groups to 25 (enVision) Hands-On- • Hands on Folder • enVision Center Games • Pick a Project (EnVision)	I agree... I disagree... I did it a different way... What I heard you say was...
Lesson 2 Solve and Share: Student's edition p. 45  Vocabulary:	Lesson 2: Today we will gain fluency in multiplication when using 9 as a factor. One way we can do this is by: 1. Convince me! 2. finding patterns in the 9s facts.	Lesson 2: Meet with Teacher- • Guided/Independent Practice Student's edition p. 47-48 *At Your Seat, Technology, Hands On, see above.	Lesson 2 Exit ticket: Decide which strategy you would use to solve 9×4. Explain it.
Lesson 3 Solve and Share: Student's edition p. 49	Lesson 3: Today we will gain fluency in multiplication when multiplying by 0 or 1. We will do this by: 1. Convince Me! 2. using the Identity Property of Multiplication and the Zero Property of	Lesson 3: Meet with Teacher- • Guided/Independent Practice Student's edition p. 51-52 *At Your Seat, Technology, Hands On, see above.	Lesson 3 Exit ticket: Students: On a piece of paper or notebook, describe the following: What happens when you multiply a number by 1 or 0? Collect.

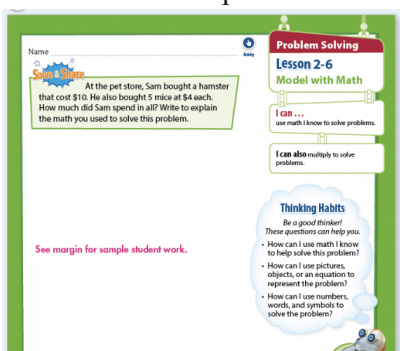
 Vocabulary: Identity (One) Property of Multiplication, Zero Property of Multiplication	Multiplication.		
Lesson 4 Solve and Share: Student's edition p. 53  Vocabulary:	Lesson 4: Today we will gain fluency in multiplication when multiplying by 10. We will do this by: 1. Convince me! 2. using patterns in the 10s facts.	Lesson 4: Meet with Teacher- • Guided/Independent Practice Student's edition p. 55-56 *At Your Seat, Technology, Hands On, see above.	Lesson 4 Turn and Talk: What patterns do you observe in the 10s facts? Give some examples. Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...
Lesson 5 Solve and Share: Student's edition p. 57	Lesson 5: Today we will use number relationships and patterns to support our recall of basic multiplication facts. We will do this by: 1. Convince Me!	Lesson 5: Meet with Teacher- • Guided/Independent Practice Student's edition p.59-60 *At Your Seat, Technology, Hands On, see above.	Lesson 5 Stop and Jot: What is your preferred method to solving an unknown multiplication fact: array, bar model, or skip counting? Why?



Vocabulary:

- attending to precision.

Lesson 6 Solve and Share:
Student's edition p. 61



Vocabulary:

Lesson 6:
Today we will use previously learned concepts and skills to represent and solve problems.

- We will do this by:
- Convince me!
 - modeling with math.

Lesson 6:
Meet with Teacher-

- Guided/Independent Practice Student's edition p. 63-64

*At Your Seat, Technology, Hands On, see above.

Lesson 6 Turn and Talk:

What is a "hidden question" in a word problem? Explain.

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Review Option: [Topic Review Jeopardy](#)

Review and Assessment (2 days): Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)

Topic 3: Apply Properties: Multiplication Facts for 3, 4, 5, 6, 7, 8

Big Idea: Develop an understanding of multiplication and division and strategies for multiplication and division within 100.

Please include *expression* as one of the vocabulary words you introduce and continue to use throughout the multiplication and division units. It is important for students to know the correct math language and definitions that define an expression versus an equation.

Essential Questions	Standards
How can the properties of multiplication help me learn strategies to multiply and divide numbers?	3.OA.B.5: Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> 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. 3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i> 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.

Topic 3—Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8

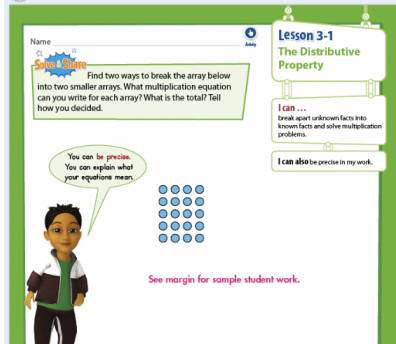
Key Vocabulary: Distributive Property, Associative (Grouping) Property of Multiplication

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations	Share/Reflection
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Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

Topic 3 Anchor Charts- [Multiplication Fact Strategies Pt. 2](#), [Distributive Property](#), [Multiplication Properties](#)

Lesson 1 Solve and Share:
Student’s edition p. 77



Vocabulary:
Distributive Property

Daily Optional Mini-Lesson:

- Watch Visual Learning Animation Plus Video

Lesson 1:
Today we will use the Distributive Property to solve problems involving multiplication within 100.

One way we can do this is by:

1. Convince Me!
2. breaking apart arrays into smaller arrays.

Suggestions for Lessons/Topic:

Lesson 1:
Meet with Teacher-

- Guided/Independent Practice Student’s edition p. 79-80

[Optional Topic Activities Folder](#)

At Your Seat-

- [At Your Seat Folder](#)
- Reteach to Build Understanding and Enrichment worksheets (EnVision)

Technology-

- iReady
- Practice Buddy (EnVision)
- Quick Check
- [Launch that Sheep](#) (enVision)

Hands-On-

- [Hands on Folder](#)
- enVision Center Games
- Pick a Project (EnVision)

[Exit Tickets for Topic 3](#)

(Alternate options below)

Lesson 1 Exit ticket:
Does breaking apart a larger array into smaller arrays make a multiplication problem easier to solve? Explain.

Lesson 2 Solve and Share:
Student’s edition p. 81

Lesson 2:
Today we will use the Distributive Property to break apart unknown facts with 3 or 4 as a factor.

We will do this by:

1. Convince Me!

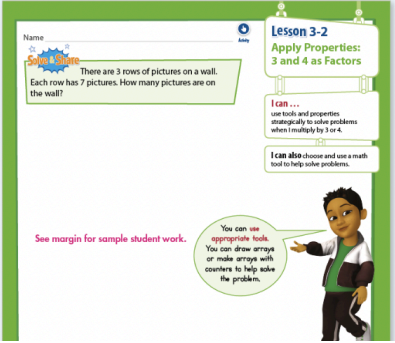
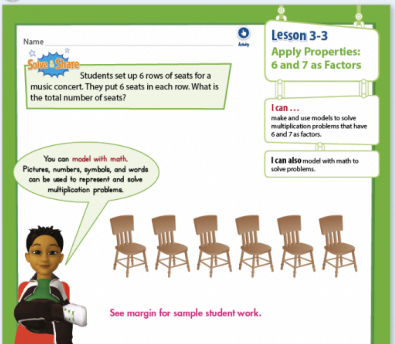
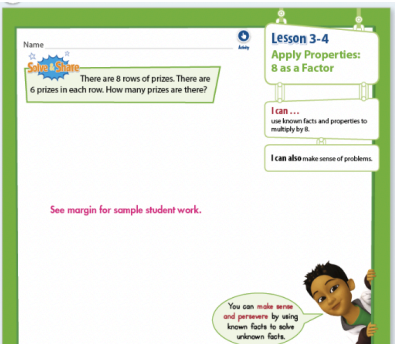
Lesson 2:
Meet with Teacher-

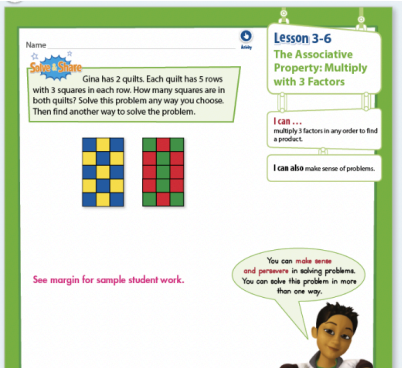
- Guided/Independent Practice Student’s edition p.83-84

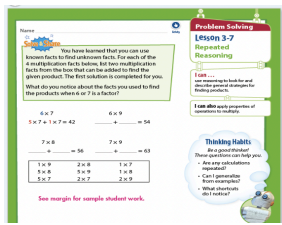
*At Your Seat, Technology, Hands On, see above.

Lesson 2 Turn and Talk:
Explain the Distributive Property of Multiplication in your own words.

Use Math Talk anchor chart -

 Vocabulary:	2. breaking apart multiplication facts into the sum of two other multiplication facts.		I think... I agree... I disagree... I did it a different way... What I heard you say was...
Lesson 3 Solve and Share: Student's edition p. 85  Vocabulary:	Lesson 3: Today we will use the Distributive Property to break apart unknown facts with 6 or 7 as a factor. One way to do this is by : 1. Convince Me! 2. using 5s facts with 1s facts or 2s facts.	Lesson 3: Meet with Teacher- • Guided/Independent Practice Student's edition p.87-88 *At Your Seat, Technology, Hands On, see above.	Lesson 3 Stop and Jot: On a whiteboard show a way you could solve 6×7. Can you show other ways to solve the same problem?
Lesson 4 Solve and Share: Student's edition p. 89 	Lesson 4: Today we will use the Distributive Property and known facts to break apart unknown facts with 8 as a factor. One way to do this is by: 1. Convince Me! 2. using 2s and 4s facts.	Lesson 4: Meet with Teacher- • Guided Practice Student's edition p.91-92 *At Your Seat, Technology, Hands On, see above.	Lesson 4 Stop and Jot: Use your whiteboard. Draw an array and use the Distributive Property of Multiplication to solve 8×4.

Vocabulary:			
Lesson 5 Solve and Share: Student's edition p. 93  Vocabulary:	Lesson 5: Today we will use known facts to solve multiplication problems. We will do this by: 1. Convince Me! 2. using strategies such as bar diagrams and arrays.	Lesson 5: Meet with Teacher- • Guided/Independent Practice Student's edition p.95-96 *At Your Seat, Technology, Hands On, see above.	Lesson 5 Exit ticket: To find 8×6, how does knowing 6×6 help you?
Lesson 6 Solve and Share: Student's edition p. 97  Vocabulary: Associative (Grouping) Property of Multiplication	Lesson 6: Today we will use the Associative Property of Multiplication to group factors when multiplying 3 factors. We will do this by: 1. Convince Me! 2. changing the grouping of the factors.	Lesson 6: Meet with Teacher- • Guided/Independent Practice Student's edition p.99-100 *At Your Seat, Technology, Hands On, see above.	Lesson 6 Exit ticket: Use the Associative Property to find $3 \times 5 \times 2 =$
Lesson 7 Solve and Share: Student's edition p. 101	Lesson 7: Today we will use repeated reasoning with known facts to make generalizations when multiplying.	Lesson 7: Meet with Teacher- • Guided/Independent Practice Student's edition p.103-104	Lesson 7 Turn and Talk: What does it mean to generalize when you are working in math? Use Math Talk anchor



Vocabulary:
generalize

- We will do this by:
1. Convince Me!
 2. making a statement about a larger group based on examples that are true.

*At Your Seat, Technology, Hands On, see above.

chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Review Option: Topic Review Jeopardy

Review and Assessment (2 days): Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)

Topics 4/5- Use Multiplication to Divide: Division Facts & Fluently Multiply and Divide within 100

Combined topics; 1 assessment will be administered at the end which will cover both Topics

Combining these two topics support students in reaching fluency expectations of 3.OA.C.7

Big Idea: Develop an understanding of multiplication and division and strategies for multiplication and division within 100.

Essential Questions	Standards
• How does the inverse operation help me use multiplication when solving a division equation? • What strategies will help me to fluently multiply and divide within 100?	3.OA.B.6: Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> 3.OA.D.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i> 3.OA.A.4: 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 $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i> 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. 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.D.8: Solve two-step word problems, including problems with 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

Topics 4/5- Use Multiplication to Divide: Division Facts & Fluently Multiply and Divide within 100

Key Vocabulary: Fact family, dividend, divisor, quotient, even, odd

Please include *expression* as one of the vocabulary words you introduce and continue to use throughout the multiplication and division units. It is important for students to know the correct math language and definitions that define an expression versus an equation.

Combined topics; 1 assessment will be administered at the end which will cover both Topics

Combining these two topics support students in reaching fluency expectations of 3.OA.C.7

*Skip lesson 4-9

While students are only assessed on multiplication facts (products within 100) in this assessment, as standards require all products from memory but not quotients, it's important to continue developing math fact fluency across all operations. During daily instruction, encourage students to use strategies only when they're helpful for solving problems they don't already know from memory. This preparation will ensure students are ready for 4th grade math, where a solid understanding of math facts is crucial for most skills and concepts.

Warm-Up

[Number Talk Warm-Up Option](#)

Mini-Lesson

Math Rotations

Share/Reflection

Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

Optional Mini-Lesson Slides: [Slideshow Folder](#)

Graphic Organizers: [Graphic Organizers Folder](#)

Multiplication Fact Fluency Practice:

- [Multiplication Fact Quizzes \(Digital and Paper\)](#)

[Additional Fact fluency games for the rest of the year](#)

Topic 4: Use Multiplication to Divide: Division Facts

Lesson 4-1 Solve and Share:
Student's edition p. 117

Daily Optional Mini-Lesson:

- Watch Visual Learning Animation Plus Video

Lesson 1:

Suggestions for Lessons/Topic:

Lesson 1:

Meet with Teacher-

- Guided/Independent Practice
Student's edition p.119-120

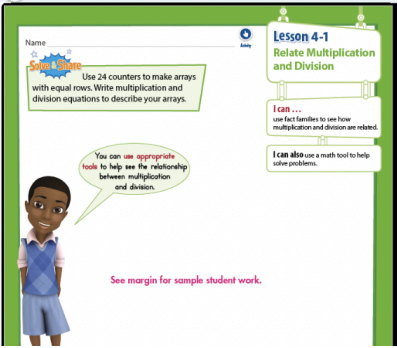
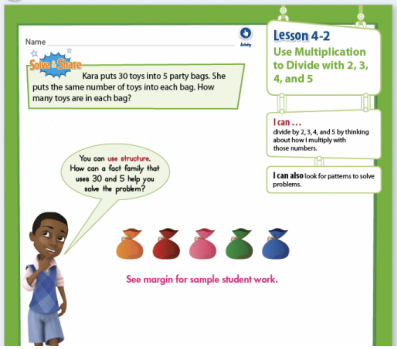
At Your Seat-

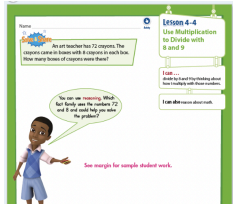
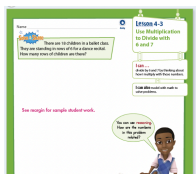
Exit Tickets for Topic 5

(Alternate options below)

Lesson 1 Stop and Jot:

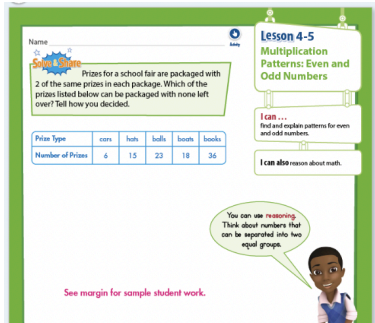
On your whiteboard, write the fact family for 5, 3, and 15.

 Vocabulary: Fact family, dividend, divisor, quotient	Today we will use multiplication facts to divide. We will do this by: 1. Convince Me! 2. fact families.	• At Your Seat Folder • Reteach to Build Understanding and Enrichment worksheets (EnVision) Technology- • iReady • Practice Buddy (EnVision) • Quick Check • Cosmic Caravan-Arrays and Multiplication (enVision) • Launch that Sheep (enVision) Hands-On- • Hands on Folder • enVision Center Games • Pick a Project (EnVision)	
Lesson 4-2 Solve and Share: Student's edition p. 121  Vocabulary:	Lesson 2: Today we will use multiplication facts to find related division facts. One way we can do this is by: 1. Convince me! 2. thinking about multiplication to divide.	Lesson 2: Meet with Teacher- • Guided/Independent Practice Student's edition p.123-124 *At Your Seat, Technology, Hands On, see above.	Lesson 2 Stop and Jot: What multiplication fact can help you solve $35 \div 7$?
Lesson 4-3/ 4-4 (suggestion: combined lesson) Solve and Share: Student's edition p. 125	Lesson 3: Today we will use multiplication facts to find related division facts. One way we can do this is by: 1. Convince Me!	Lesson 3: Meet with Teacher- • Guided Practice/Independent Student's edition p.127-132 *At Your Seat, Technology, Hands On, see above.	Lesson 3 Exit ticket: Solve $54 \div 9$. What multiplication fact can help you solve the problem? Write the fact family for 6, 7, and 42.



Vocabulary:

Lesson 4-5 Solve and Share: Student's edition p. 133



Vocabulary:

Even, odd

Anchor Chart:

[Understanding Patterns:](#)
[Working with Odd and Even Numbers](#)

Lesson 4-6 Solve and Share: Student's edition p. 137

2. using fact families.

Lesson 5:

Today we will use knowledge of even and odd numbers to identify multiplication patterns.

We will do this by:

1. Convince Me!
2. using patterns and generalizations.

Lesson 5:

Meet with Teacher-

- Guided/Independent Practice
Student's edition p.135-136

*At Your Seat, Technology, Hands On, see above.

Lesson 5 Turn and Talk:

Katie says the product of two even numbers is always an even number. Is she correct? Explain.

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Lesson 6:

Meet with Teacher-

- Guided/Independent Practice
Student's edition p.139-140

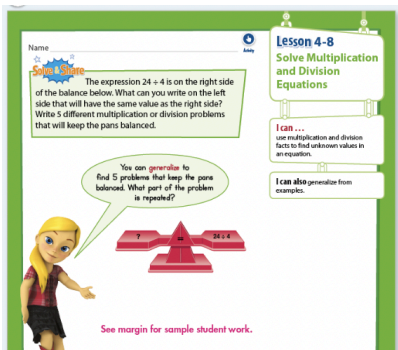
*At Your Seat, Technology, Hands On, see above.

Lesson 6 Turn and Talk:

Why can't we divide a number by zero?

Use Math Talk anchor chart -
I think...
I agree...

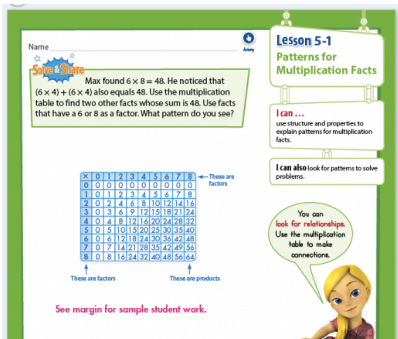
Vocabulary: Anchor Chart: Division Rules for 1 and 0	2. modeling equations.		I disagree... I did it a different way... What I heard you say was...
Lesson 4-7 Solve and Share: Student's edition p. 141 Vocabulary:	Lesson 7: Today we will use multiplication facts to find related division facts. We will do this by: 1. Convince Me! 2. using patterns and known facts.	Lesson 7: Meet with Teacher- • Guided/Independent Practice Student's edition p.143-144 *At Your Seat, Technology, Hands On, see above.	Lesson 7 Exit ticket: Jayden solves the problem $32 \div 8 = _$. How does this help him complete the equation $8x _ = 32$?
Lesson 4-8 Solve and Share: Student's edition p. 145	Lesson 8: Today we will find unknown values in equations. We will do this by: 1. Convince Me! 2. using known multiplication and division facts.	Lesson 8: Meet with Teacher- • Guided/Independent Practice Student's edition p.147-148 *At Your Seat, Technology, Hands On, see above.	Lesson 8 Stop and Jot: On your whiteboard, solve the following equations: $4 \times 6 = _$ $24 \div 4 = _$ $24 \div _ = 4$



Vocabulary:

Topic 5: Fluently Multiply and Divide Within 100

Lesson 5-1 Solve and Share:
Student's edition p. 169



Vocabulary:

Daily Optional Mini-Lesson:

- Watch Visual Learning Animation Plus Video

Lesson 1:
Today we will find patterns in factors and products.

We will do this by:

1. Convince Me!
2. using the multiplication table and the Distributive Property.

Suggestions for Lessons/Topic:

Lesson 1:
Meet with Teacher-

- Guided/Independent Practice Student's edition p.171-172

Lesson 1 Exit ticket:
How are 2×8 and 4×8 related? Explain.

Lesson 5-2 Solve and Share:
Student's edition p. 173

Lesson 2:
Today we will practice multiplication and division facts.

We will do this by:

1. Convince Me!
2. using a multiplication chart.

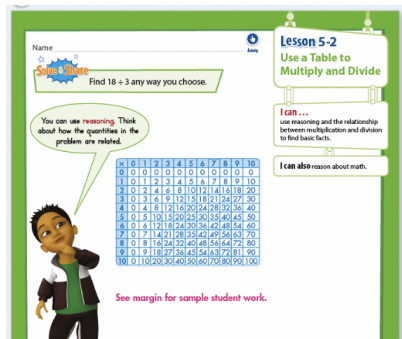
Lesson 2:
Meet with Teacher-

- Guided/Independent Practice Student's edition p.175-176

*At Your Seat, Technology, Hands On, and Homework see above.

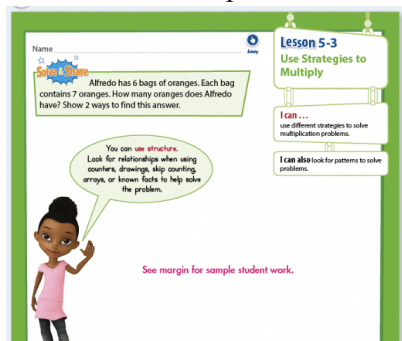
Lesson 2 Turn and Talk:
How can a multiplication chart help you solve division problems?

Use Math Talk anchor chart -
I think...
I agree...
I disagree...



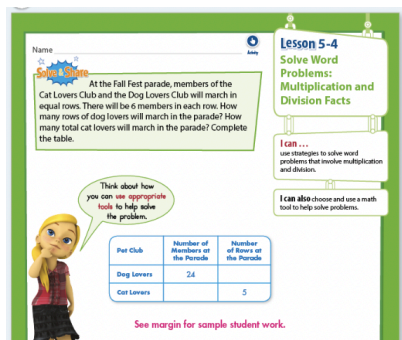
Vocabulary:

Lesson 5-3 Solve and Share: Student's edition p. 177



Vocabulary:

Lesson 5-4 Solve and Share: Student's edition p. 181



Vocabulary:

Lesson 3:

Today we will practice multiplication.

We will do this by:

1. Convince Me!
2. using strategies such as skip counting and properties of operations to multiply.

Lesson 3:

Meet with Teacher-

- Guided/Independent Practice Student's edition p.179-180

*At Your Seat, Technology, Hands On, and Homework see above.

I did it a different way...
What I heard you say was...

Lesson 3 Exit ticket:

$$4 \times 3 =$$

$$6 \times 5 =$$

$$7 \times 7 =$$

$$8 \times 6 =$$

Lesson 4:

Today we will solve multiplication and division problems.

We will do this by:

1. Convince me!
2. using different strategies and representations.

Lesson 4:

Meet with Teacher-

- Guided/Independent Practice Student's edition p.183-184

*At Your Seat, Technology, Hands On, and Homework see above.

Lesson 4 Turn and Talk:

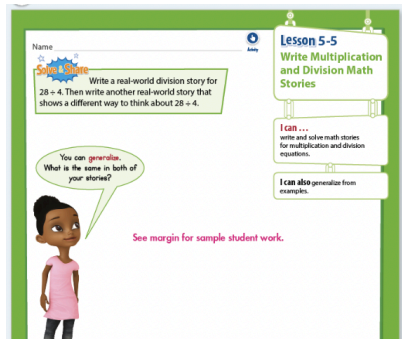
How do related facts help you when solving a word problem?

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Lesson 5-5 Solve and Share:

Student's edition p.

185

**Vocabulary:****Lesson 5:**

Today we will solve real-world problems involving equal groups.

We will do this by:

1. Convince me!
2. multiplying and dividing.

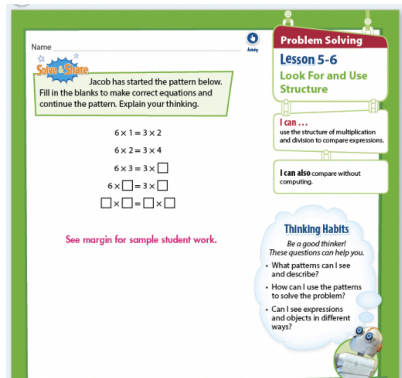
Lesson 5:**Meet with Teacher-**

- Guided/Independent Practice Student's edition p.187-188

*At Your Seat, Technology, Hands On, and Homework see above.

Lesson 5 Stop and Jot:

The problem is 7×3 . Model the problem at least two ways. You could use Equal Groups, an Array, or a Bar Diagram.

Lesson 5-6 Solve**and Share:**

Student's edition p.

189

Vocabulary:**Lesson 6:**

Today we will use the structures of multiplication and division to compare expressions.

We will do this by:

1. Convince Me!
2. thinking about properties we know and looking for patterns.

Lesson 6:**Meet with Teacher-**

- Guided/Independent Practice Student's edition p.191-192

*At Your Seat, Technology, Hands On, and Homework see above.

Lesson 6 Turn and Talk:

What does it mean when we "use structure" to help us solve a word problem?

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Review: [Topic 4 Skills Review Jeopardy](#)**Review and Assessment (2 days):** Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)

Topic 6: Connect Area to Multiplication and Addition

Big Idea: Develop an understanding of multiplication and division and strategies for multiplication and division within 100.

Essential Questions	Standards
How does area connect to multiplication and addition?	3.M.B.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. 3.M.B.4 Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units). 3.M.B.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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. - Recognize the 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.

Topic 6– Connect Area to Multiplication and Addition

Key Vocabulary: area, unit square, square unit, estimate

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
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Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore

materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations

Optional Mini-Lesson Slides: [Slideshow Folder](#)

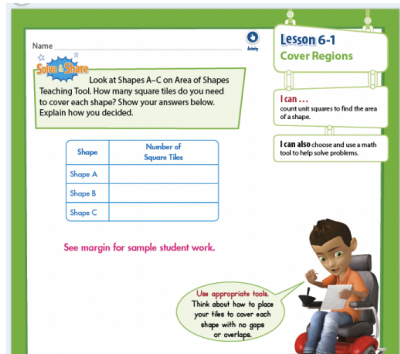
Multiplication Fact Fluency Practice:

- [Multiplication Fact Quizzes \(Digital and Paper\)](#)

[Additional Fact fluency games for the rest of the year](#)

Lesson 1 Solve and Share:

Student's edition p. 209



Vocabulary:

Area, unit square, square unit, estimate

Daily Optional Mini-Lesson:

- Watch Visual Learning Animation Plus Video

Lesson 1:

Today we will find the area of a shape.

We will do this by:

1. Convince Me!
2. using unit squares.

Suggestions for Lessons/Topic:

Lesson 1:

Meet with Teacher-

- Guided/Independent Practice Student's edition p.211-212

At Your Seat-

- [At Your Seat Folder](#)
- Reteach to Build Understanding and Enrichment worksheets (EnVision)

Technology-

- iReady
- Practice Buddy (EnVision)
- Quick Check
- [Save the World](#) (enVision)

Hands-On-

- [Hands on Folder](#)
- enVision Center Games
- Pick a Project (EnVision)

[Exit Tickets for Topic 6](#)

(Alternate options below)

Lesson 1 Stop and Jot:

Define *area* in your own words.

Lesson 2 Solve and Share:

Student's edition p. 213

Lesson 2:

Today we will find the area of a figure.

We will do this by:

1. Convince me!
2. using unit squares.

Lesson 2:

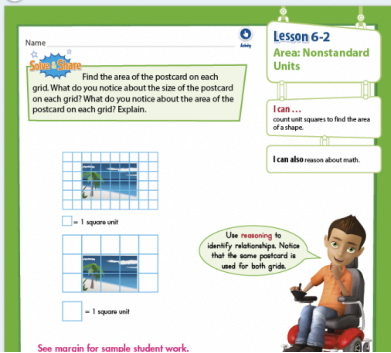
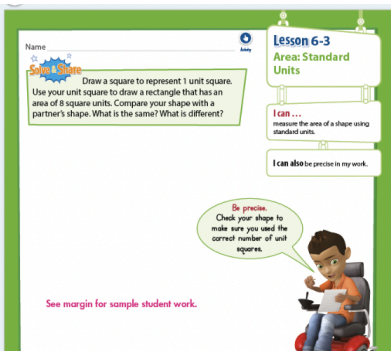
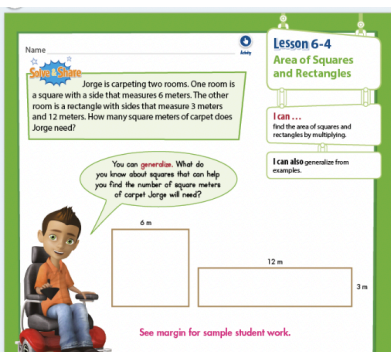
Meet with Teacher-

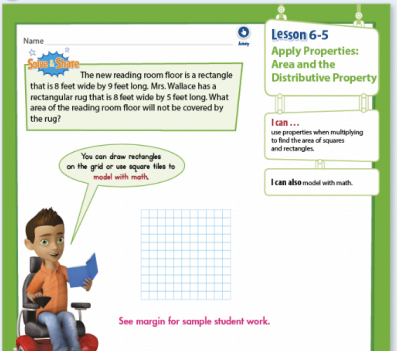
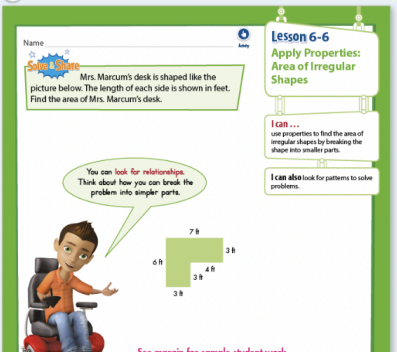
- Guided/Independent Practice Student's edition p.215-216

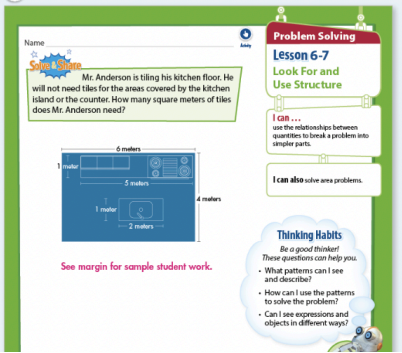
*At Your Seat, Technology, Hands On, see above.

Lesson 2 Exit ticket:

Explain in your own words how to find the area of a figure.

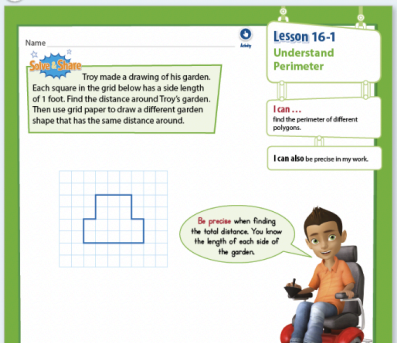
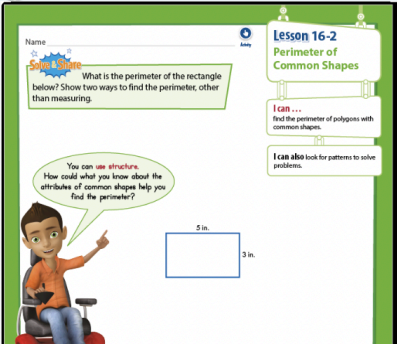
 Lesson 6-2 Area: Nonstandard Units Find the area of the postcard on each grid. What do you notice about the size of the postcard on each grid? What do you notice about the area of the postcard on each grid? Explain. Use reasoning to identify relationships. Notice that the same postcard is used for both grids. See margin for sample student work.			
Vocabulary: Lesson 3 Solve and Share: Student's edition p. 217  Lesson 6-3 Area: Standard Units Draw a square to represent 1 unit square. Use your unit square to draw a rectangle that has an area of 6 square units. Compare your shape with a partner's shape. What is the same? What is different? Be precise. Check your shape to make sure you used the correct number of unit squares. See margin for sample student work.	Lesson 3: Today we will use standard units to measure the area of a shape. One way we will do this is by: 1. Convince me! 2. using measurements such as square centimeters.	Lesson 3: Meet with Teacher- • Guided/Independent Practice Student's edition p.219-220 *At Your Seat, Technology, Hands On, see above.	Lesson 3 Exit ticket: Cody has a sticker that 2 inches by 3 inches. What is the area of the sticker?
Vocabulary: Lesson 4 Solve and Share: Student's edition p. 221  Lesson 6-4 Area of Squares and Rectangles Jorge is carpeting two rooms. One room is a square with a side that measures 6 meters. The other room is a rectangle with sides that measure 3 meters and 12 meters. How many square meters of carpet does Jorge need? You can generalize. What do you know about squares that can help you find the number of square meters of carpet Jorge will need? See margin for sample student work.	Lesson 4: Today we will find the areas of squares and rectangles. We will do this by: 1. Convince me! 2. using unit squares and multiplication.	Lesson 4: Meet with Teacher- • Guided/Independent Practice Student's edition p.223-224 *At Your Seat, Technology, Hands On, see above.	Lesson 4 Turn and Talk: How can you find the length of a shape if you know the area and the length of one of its sides? Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...

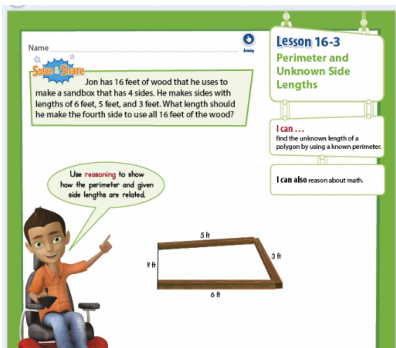
Vocabulary:			
Lesson 5 Solve and Share: Student's edition p. 225  Vocabulary:	Lesson 5: Today we will use areas of rectangles to model the Distributive Property of Multiplication. We will do this by: 1. Convince Me! 2. partitioning rectangles.	Lesson 5: Meet with Teacher- • Guided/Independent Practice Student's edition p.227-228 *At Your Seat, Technology, Hands On, see above.	Lesson 5 Turn and Talk: How can you use the Distributive Property to find the area of a rectangle?
Lesson 6 Solve and Share: Student's edition p. 229  Vocabulary:	Lesson 6: Today we will use areas of rectangles to find the area of irregular shapes. We will do this by: 1. Convince me! 2. breaking larger shapes into smaller shapes.	Lesson 6: Meet with Teacher- • Guided/Independent Practice Student's edition p.231-232 *At Your Seat, Technology, Hands On, see above.	Lesson 6 Turn and Talk: Explain in your own words how to find the area of an irregular shape. Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...
Lesson 7 Solve and Share: Student's edition p. 233	Lesson 7: Today we will solve word problems. We will do this by: 1. Convince me! 2. breaking apart or changing the	Lesson 7: Meet with Teacher- • Guided/Independent Practice Student's edition p.235-236 *At Your Seat, Technology, Hands On, see above.	Lesson 7 Exit ticket: Kai has a rug in his room that 6 feet by 6 feet. There is a hole in the rug that 1 foot by 2 feet. What is the area of the rug?

 Vocabulary:	problem into simpler problems.		
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 16: Solve Perimeter Problems	
Big Idea: Formulas are used to solve real world problems that require perimeter measurements	
Essential Questions	Standards
How do I find an unknown side length using the information I am given and the formula for perimeter?	3.M.C.6 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Topic 16– Solve Perimeter Problems Key Vocabulary: perimeter, equilateral triangle			
Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) Optional Mini-Lesson Slides: Slideshow Folder Topic 16 Anchor Chart: Perimeter Multiplication Fact Fluency Practice: Multiplication Fact Quizzes (Digital and Paper) Additional Fact fluency games for the rest of the year			
Lesson 1 Solve and Share: Student’s edition p. 613	Daily Optional Mini-Lesson: Watch Visual Learning Animation Plus Video Lesson 1: Today we will find the perimeter of different polygons.	Suggestions for Lessons/Topic: Lesson 1: Meet with Teacher- - Guided/Independent Practice Student’s edition p.615-616 At Your Seat- At Your Seat Folder - Reteach to Build Understanding and Enrichment	Exit Tickets for Topic 16 (Alternate options below) Lesson 1 Exit ticket: Define perimeter in your own words.

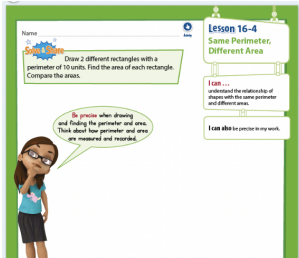
 Vocabulary: perimeter	One way we can do this by: 1. Convince Me! 2. adding the side lengths.	worksheets (EnVision) Technology- • iReady • Practice Buddy (EnVision) • Quick Check • Save the World (enVision) Hands-On- • Hands on Folder • enVision Center Games • Pick a Project (EnVision) <u>Extension/Early Finisher Activity:</u> Perimeter Math Mystery	
Lesson 2 Solve and Share: Student's edition p. 617  Vocabulary: Equilateral triangle	Lesson 2: Today we will find the perimeter of different polygons with common shapes. We will do this by: 1. Convince Me! 2. adding the side lengths.	Lesson 2: Meet with Teacher- • Guided/Independent Practice Student's edition p.619-620 *At Your Seat, Technology, Hands On, see above.	Lesson 2 Stop and Jot: A square has a side length of 4 cm. What is its perimeter? Draw a picture to help you solve the problem.
Lesson 3 Solve and Share: Student's edition p. 621	Lesson 3: Today we will use the given sides of a polygon and the known perimeter to find the unknown side length. We can do this by:	Lesson 3: Meet with Teacher- • Guided/Independent Practice Student's edition p.623-624 *At Your Seat, Technology, Hands On, see above.	Lesson 3 Exit ticket: A square has a perimeter of 40 cm. What is the length of each side? Explain how you know.



Vocabulary:

1. Convince Me!
2. using our knowledge of addition and subtraction to solve these problems.

Lesson 4 Solve and Share: Student's edition p. 625



Vocabulary:

Lesson 4:
Today we will understand the relationship of shapes with the same perimeter and different areas.

- One way we can do this is by:
1. Convince Me!
 2. drawing a picture.

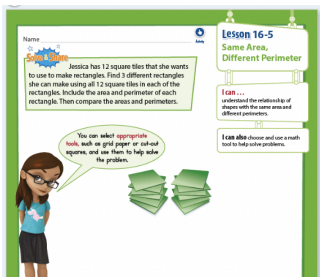
Lesson 4:
Meet with Teacher-

- Guided/Independent Practice Student's edition p.627-628

*At Your Seat, Technology, Hands On, see above.

Lesson 4 Stop and Jot:
(Use grid paper.)
Draw two different rectangles with a perimeter of 12 cm.

Lesson 5 Solve and Share: Student's edition p. 629



Vocabulary:

Lesson 5:
Today we will understand the relationship of shapes with the same area and different perimeters.

- One way we can do this is by:
1. Convince Me!
 2. drawing a picture.

Lesson 5:
Meet with Teacher-

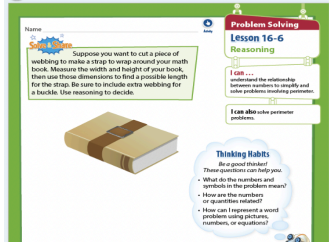
- Guided/Independent Practice Student's edition p.631-632

*At Your Seat, Technology, Hands On, see above.

Lesson 5 Turn and Talk:
How is it possible for rectangles to have the same area but different perimeters? Use tiles to show your partner an example.

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Lesson 6 Solve and Share:
Student's edition p.
633



Vocabulary:

Lesson 6:
Today we will understand the relationship between numbers to simplify and solve problems involving perimeter.

One way we can do this is by:

1. Convince Me!
2. drawing pictures.

Lesson 6:
Meet with Teacher-
● Guided/Independent Practice
Student's edition p.635-636

*At Your Seat, Technology, Hands On, see above.

Lesson 6 Turn and Talk:
What does it mean to use reasoning to solve a word problem? Can you tell about a time when you used reasoning successfully?

Review and Assessment (2 days): Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)

Topic 12: Understand Fractions as Numbers

Big Idea: Developing understanding of fractions and fraction equivalence.

Essential Questions	Standards
- What are different interpretations of a fraction? - What are different ways to compare fractions?	3.NF.A.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 $\frac{1}{b}$. <i>For example: If a rectangle (i.e. the whole) is partitioned into 3 equal parts, each part is $\frac{1}{3}$. Two of those parts would be $\frac{2}{3}$.</i> 3.NF.A.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. <i>For example, partition the number line from 0 to 1 into 3 equal parts, represent $\frac{1}{3}$ on the number line and show that each part has a size $\frac{1}{3}$.</i> 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.NF.A.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 by their size, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. <i>Examples: Express 3 in the form $3 = \frac{3}{1}$;</i>

recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point on a number line diagram.

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, e.g., with the support of a visual fraction model.

Topic 12– Understand Fractions as Numbers

Key Vocabulary: fraction, unit fraction, numerator, denominator, nearest half inch, line plot, nearest fourth inch

Warm-Up
[Number Talk Warm-Up Option](#)

Mini-Lesson

Math Rotations

Share/Reflection

Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

Optional Mini-Lesson Slides: [Slideshow Folder](#)

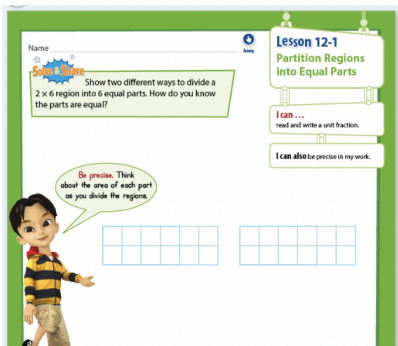
Topic 12 Anchor Chart: [Fraction](#)

Multiplication Fact Fluency Practice:

- [Multiplication Fact Quizzes \(Digital and Paper\)](#)

[Additional Fact fluency games for the rest of the year](#)

Lesson 1 Solve and Share:
Student’s edition p.
437



Vocabulary:
Fraction, unit fraction

Daily Optional Mini-Lesson:

- Watch Visual Learning Animation Plus Video

Lesson 1:
Today we will read and write unit fractions for equal-sized parts of a region.

We will do this by:

1. Convince Me!
2. using models and diagrams.

Suggestions for Lessons/Topic:

Lesson 1:
Meet with Teacher-

- Guided/Independent Practice Student’s edition p.439-440

[Optional Activities Folder](#)

At Your Seat-

- [At Your Seat Folder](#)
- Reteach to Build Understanding and Enrichment worksheets (EnVision)

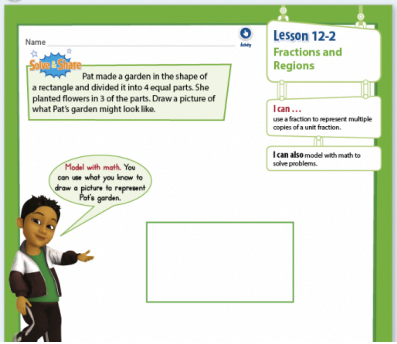
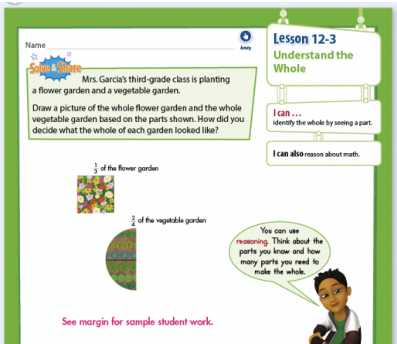
Technology-

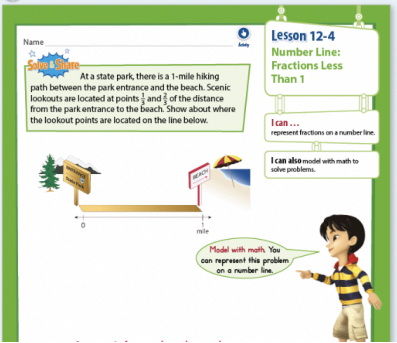
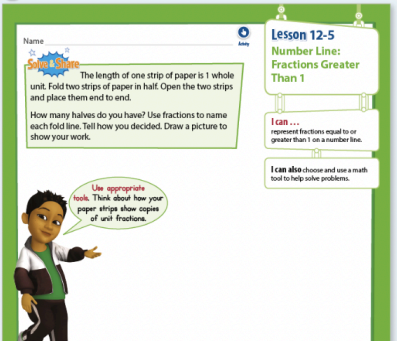
- iReady

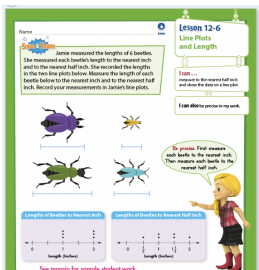
[Exit Tickets for Topic 12:](#)

(Alternate options below)

Lesson 1 Stop and Jot:
Use your whiteboard. Show how you can divide a shape into 4 equal parts. Now show another way you can divide that same shape in to 4 equal parts.

		● Practice Buddy (EnVision) ● Quick Check ● Fluency-Add and Subtract within 1,000 (enVision) Hands-On- ● Hands on Folder ● enVision Center Games ● Pick a Project (EnVision)	
Lesson 2 Solve and Share: Student's edition p. 441  Vocabulary: Numerator, denominator	Lesson 2: Today we will use a fraction to represent multiple copies of a unit fraction. We will do this by: 1. Convince Me! 2. using models and diagrams.	Lesson 2: Meet with Teacher- ● Guided/Independent Practice Student's edition p.443-444 *At Your Seat, Technology, Hands On, see above.	Lesson 2 Turn and Talk: What is a numerator? What is a denominator? Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...
Lesson 3 Solve and Share: Student's edition p. 445 	Lesson 3: Today we will determine and draw the whole given one part. We will do this by: 1. Convince Me! 2. using models and diagrams.	Lesson 3: Meet with Teacher- ● Guided/Independent Practice Student's edition p.447-448 *At Your Seat, Technology, Hands On, see above.	Lesson 3 Stop and Jot: Draw a picture that represents $\frac{2}{3}$.

Vocabulary:			
Lesson 4 Solve and Share: Student's edition p. 449  Vocabulary:	Lesson 4: Today we will represent fractions less than 1 on a number line. We will do this by: 1. Convince Me! 2. drawing a number line, dividing it into equal parts, and labeling the parts.	Lesson 4: Meet with Teacher- • Guided/Independent Practice Student's edition p.451-452 *At Your Seat, Technology, Hands On, see above.	Lesson 4 Stop and Jot: Draw a number line from 0 to 1. Label 4 equal lengths. Mark and label $\frac{3}{4}$.
Lesson 5 Solve and Share: Student's edition p. 453  Vocabulary: Fraction greater than 1	Lesson 5: Today we will represent fractions greater than 1 on a number line. We will do this by: 1. Convince Me! 2. drawing and labeling number lines.	Lesson 5: Meet with Teacher- • Guided/Independent Practice Student's edition p.455-456 *At Your Seat, Technology, Hands On, see above.	Lesson 5 Turn and Talk: In your own words, describe what a fraction greater than one means.
Lesson 6 Solve and Share: Student's edition p. 457	Lesson 6: Today we will measure length to the nearest half inch and show the data on a line plot.	Lesson 6: Meet with Teacher- • Guided/Independent Practice Student's edition p.459-460 *At Your Seat, Technology, Hands	Lesson 6 Turn and Talk: When can you use what we have learned today in real life?



Vocabulary:

Nearest half-inch, line plot

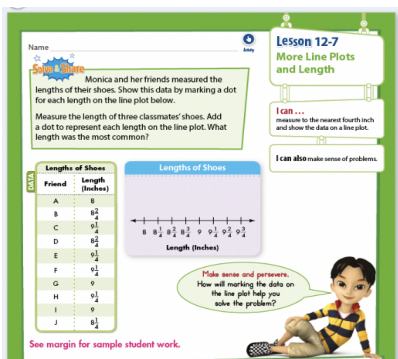
We will do this by:

1. Convince Me!
2. using our knowledge of fraction number lines and organizing our data on a line plot.

On, see above.

Lesson 7 Solve and Share:

Student's edition p. 461



Vocabulary:

Nearest fourth-inch

Lesson 7:

Today we will measure length to the nearest fourth inch and show the data on a line plot.

We will do this by:

1. Convince Me!
2. using our knowledge of fraction number lines and line plots to record our data.

Lesson 7:

Meet with Teacher-

- Guided/Independent Practice Student's edition p.463-464

*At Your Seat, Technology, Hands On, see above.

Lesson 7 Turn and Talk:

When might you need to measure items in real life to the nearest fourth-inch?

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Lesson 8 Solve and Share:

Student's edition p. 465

Lesson 8:

Today we will determine when a problem has either extra or missing information.

We will do this by:

1. Convince Me!
2. identifying the quantities given and understanding which quantities are needed

Lesson 8:

Meet with Teacher-

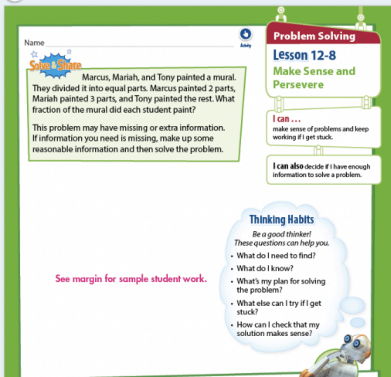
- Guided/Independent Practice Student's edition p.467- 468

*At Your Seat, Technology, Hands On, see above.

Lesson 8 Turn and Talk:

What does it mean to make sense of a problem and persevere in solving it?

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

 Vocabulary:	to solve the problem.		
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 13: Fraction Equivalence and Comparison

Big Idea: Developing understanding of fractions and fraction equivalence.

Essential Questions	Standards
- What are different interpretations of a fraction? - What are different ways to compare fractions?	3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. For example: If a rectangle (i.e. the whole) is partitioned into 3 equal parts, each part is $\frac{1}{3}$. Two of those parts would be $\frac{2}{3}$. 3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ 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 $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. For example, partition the number line from 0 to 1 into 3 equal parts, represent $\frac{1}{3}$ on the number line and show that each part has a size $\frac{1}{3}$. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 3.NF.A.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 by their size, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point on a number line diagram. 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, e.g., with the support of a visual fraction model.

Topic 13– Fraction Equivalence and Comparison

Key Vocabulary: equivalent fractions

Warm-Up
[Number Talk Warm-Up Option](#)

Mini-Lesson

Math Rotations

Share/Reflection

Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

Optional Mini-Lesson Slides: [Slideshow Folder](#)

Topic 13 Anchor Chart: [Comparing Fractions with Same Num/Dem](#)

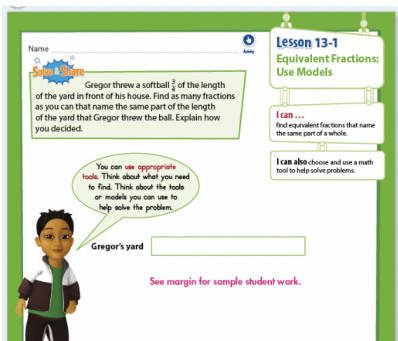
[Fraction Strips Sheet for Students](#)

Multiplication Fact Fluency Practice:

- [Multiplication Fact Quizzes \(Digital and Paper\)](#)

[Additional Fact fluency games for the rest of the year](#)

Lesson 1 Solve and Share:
Student’s edition p. 485



Vocabulary:
Equivalent fractions

Daily Optional Mini-Lesson:

Watch Visual Learning Animation Plus Video

Lesson 1:

Today we will find equivalent fractions that name the same part of a whole.

One way we can do this is by:

1. Convince Me!
2. using fraction strips.

Suggestions for Lessons/Topic:

Lesson 1:

Meet with Teacher-

- Guided/Independent Practice
Student’s edition p. 487-488

At Your Seat-

- [At Your Seat Folder](#)
- Reteach to Build Understanding and Enrichment worksheets (EnVision)

Technology-

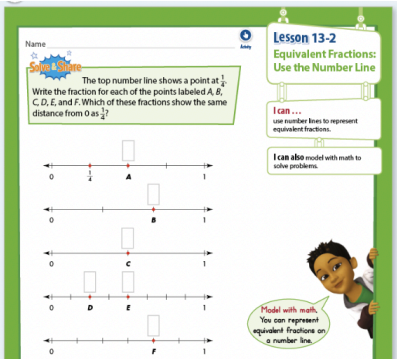
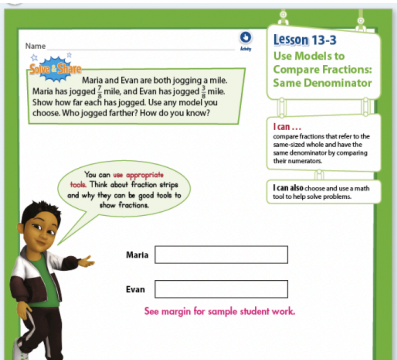
- iReady
- Practice Buddy (EnVision)
- Quick Check
- [Gem Quest-Fractions](#)

[Exit Tickets for Topic 13](#)

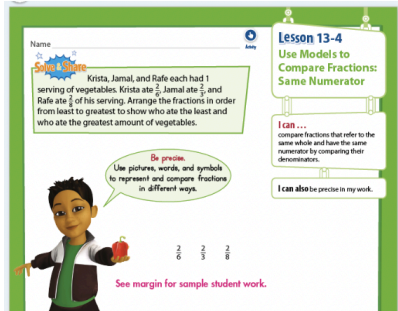
(Alternate options below)

Lesson 1 Exit ticket:

What is an equivalent fraction?
Give an example.

		(enVision) Hands-On- • Hands on Folder • enVision Center Games • Pick a Project (EnVision)	
Lesson 2 Solve and Share: Student's edition p. 489  Vocabulary:	Lesson 2: Today we will represent equivalent fractions. We will do this by: 1. Convince Me! 2. labeling fractions on a number line.	Lesson 2: Meet with Teacher- • Guided/Independent Practice Student's edition p.491-492 *At Your Seat, Technology, Hands On, see above.	Lesson 2 Stop and Jot: Are $\frac{2}{6}$ and $\frac{1}{3}$ equivalent? Draw number lines to show your thinking.
Lesson 3 Solve and Share: Student's edition p. 493  Vocabulary:	Lesson 3: Today we will compare fractions that refer to the same whole and have the same denominator. We will do this by: 1. Convince Me! 2. using models such as fraction strips.	Lesson 3: Meet with Teacher- • Guided/Independent Practice Student's edition p.495-496 *At Your Seat, Technology, Hands On, see above.	Lesson 3 Exit ticket: Use greater than, less than, or equal signs to fill in the blank. $\frac{6}{8}$ ___ $\frac{3}{8}$ How do you know? Explain.
Lesson 4 Solve and Share:	Lesson 4:	Lesson 4:	Lesson 4 Stop and Jot:

Student's edition p.
497



Vocabulary:

Today we will compare fractions that refer to the whole and have the same numerator.

We will do this by:

1. Convince Me!
2. using models such as fraction strips.

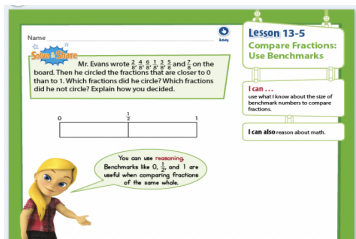
Meet with Teacher-

- Guided/Independent Practice Student's edition p.499-500

*At Your Seat, Technology, Hands On, see above.

Use fraction strips to compare.
 $\frac{5}{6}$ ___ $\frac{5}{8}$

Lesson 5 Solve and Share:
Student's edition p.
501



Vocabulary:

Lesson 5:
Today we will compare fractions.

We will do this by:

1. Convince Me!
2. using benchmark fractions.

Lesson 5:
Meet with Teacher-

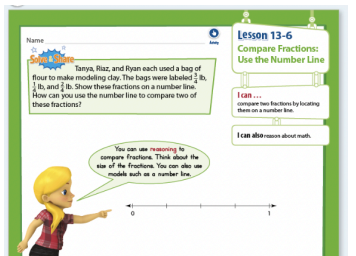
- Guided/Independent Practice Student's edition p.503-504

*At Your Seat, Technology, Hands On, see above.

Lesson 5 Turn and Talk:
How do benchmark fractions help you compare fractions? You can use $\frac{1}{4}$ and $\frac{7}{8}$ as an example.

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Lesson 6 Solve and Share:
Student's edition p.
505



Vocabulary:

Lesson 6:
Today we will compare fractions.

We will do this by:

1. Convince Me!
2. comparing fractions.

Lesson 6:
Meet with Teacher-

- Guided/Independent Practice Student's edition p.507-508

*At Your Seat, Technology, Hands On, see above.

Lesson 6 Stop and Jot:

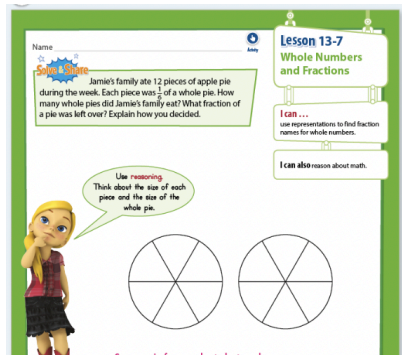
Draw number lines to compare $\frac{1}{3}$ and $\frac{4}{6}$.

$\frac{1}{3}$ ___ $\frac{4}{6}$

Lesson 7 Solve and Share:

Student's edition p.

509

**Vocabulary:****Lesson 7:**

Today we will use fraction names to represent whole numbers.

We will do this by:

1. Convince Me!
2. writing the whole number as the numerator and 1 as the denominator.

Lesson 7:**Meet with Teacher-**

- Guided/Independent Practice
Student's edition p.511-512

*At Your Seat, Technology, Hands On, see above.

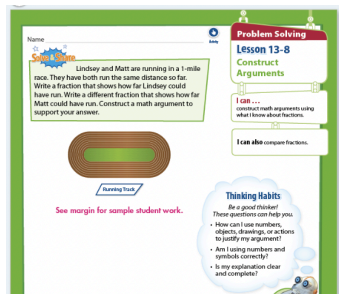
Lesson 7 Exit ticket:

Name at least two fractions that are equal to 3.

Lesson 8 Solve and Share:

Student's edition p.

513

**Vocabulary:****Lesson 8:**

Today we will construct math arguments using fractions.

We will do this by:

1. Convince Me!
2. using numbers, objects, drawings, or actions to explain our thinking. We will make sure our explanation is simple, complete, and easy to understand.

Lesson 8:**Meet with Teacher-**

- Guided/Independent Practice
Student's edition p.515-516

*At Your Seat, Technology, Hands On, see above.

Lesson 8 Turn and Talk:

What does it mean to construct an argument in math class?

Use Math Talk anchor chart -

I think...

I agree...

I disagree...

I did it a different way...

What I heard you say was...

Review and Assessment (2 days): Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)

Topic 7: Represent and Interpret Data	
Big Idea: Developing an understanding of data by interpreting and analyzing various types of graphs	
Essential Questions	Standards
How can data be represented, analyzed, and interpreted?	3.DL.A.1 Develop data-based questions and decide what data will answer the question. (e.g., “What size shoe does a 3rd grader wear?”, “How many books does a 3rd grader read?”). 3.DL.A.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.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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> 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.D.8: Solve two-step word problems 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.

Topic 7-- Represent and Interpret Data			
Key Vocabulary: data, scaled picture graph, scale, scaled bar graph, key, frequency table, survey			
Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) Optional Mini-Lesson Slides: Slideshow Folder			

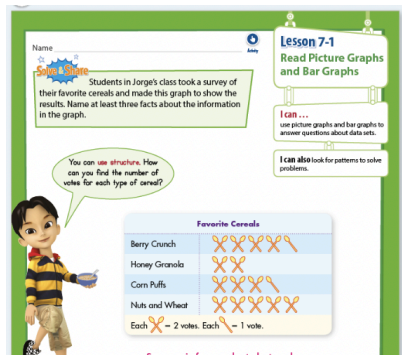
Multiplication Fact Fluency Practice:

- [Multiplication Fact Quizzes \(Digital and Paper\)](#)

[Additional Fact fluency games for the rest of the year](#)

Lesson 1 Solve and Share:

Student's edition p.
253



Vocabulary: data, scaled picture graph, scale, scaled bar graph, key

Daily Optional Mini-Lesson:

- Watch Visual Learning Animation Plus Video

Lesson 1:

Today we will use graphs to compare and interpret data.

We will do this by:

1. Convince Me!
2. interpreting picture graphs and bar graphs.

Suggestions for Lessons/Topic:

Lesson 1:

Meet with Teacher-

- Guided/Independent Practice Student's edition p.255-256

[Optional Activities Folder](#) (whole group data collection and graphing)

At Your Seat-

- [At Your Seat Folder](#)
- Reteach to Build Understanding and Enrichment worksheets (EnVision)

Technology-

- iReady
- Practice Buddy (EnVision)
- Quick Check
- [Fluency-Multiply and Divide within 100](#) (enVision)
- [Telling Time](#) (Toy Theater)

Hands-On-

- [Hands on Folder](#)
- enVision Center Games
- Pick a Project (EnVision)

[Graphs Math Mystery](#)

[Exit Tickets for Topic 7](#)

(Alternate options below)

Lesson 1 Turn and Talk:

Explain how you could use a Picture Graph to share information about all of the pets the children in our class have. What are some of the elements of a picture graph you would need to include?

Use Math Talk anchor chart -

I think...

I agree...

I disagree...

I did it a different way...

What I heard you say was...

Lesson 2 Solve and Share:

Student's edition p.
257

Lesson 2:

Today we will compare and interpret data.

We will do this by:

1. Convince Me!

Lesson 2:

Meet with Teacher-

- Guided/Independent Practice Student's edition p.259-260

*At Your Seat, Technology, Hands

Lesson 2 Stop and Jot:

(Teacher can project the Additional Practice page 7-2). Complete the frequency table in #1.

Name _____

Lesson 7-2
Make Picture Graphs

Mary is helping her teacher count school playground equipment. She records the data in a frequency table. Use the data in the table to complete the picture graph. Write two statements about your completed graph.

Equipment	Tally	Number
Basketballs		10
Jump Ropes		10
Bats		5
Soccer Balls		15

Basketballs
Jump Ropes
Bats
Soccer Balls

Each = 2 items. Each = 1 item.

You can make series and patterns. How can the tally marks and the key help you represent the data in the picture graph?

See margin for sample student work.

Vocabulary:
Frequency table, survey

- using frequency tables and picture graphs.

On, see above.

Lesson 3 Solve and Share:
Student's edition p. 261

Name _____

Lesson 7-3
Make Bar Graphs

Use the data in the table below to complete the bar graph. What conclusions can you make by analyzing the bar graph?

Student's Name	Number of Pages Read
Yana	13
Don	10
Bonita	10
Adam	6

Daily Reading Log

Number of Pages Read

Yana Don Bonita Adam
Student's Name

You can use reasoning. You can use the data in the table to help draw the bars on the graph.

See margin for sample student work.

Vocabulary:

Lesson 3:
Today we will represent data sets.

- We will do this by:
- Convince me!
 - using scaled bar graphs.

Lesson 3:
Meet with Teacher-

- Guided/Independent Practice Student's edition p.263-264

*At Your Seat, Technology, Hands On, see above.

Lesson 3 Exit ticket:
What are the steps in making a bar graph?

Lesson 4 Solve and Share:
Student's edition p. 265

Lesson 4:
Today we will solve word problems.

- We will do this by:
- Convince Me!
 - interpreting graphs.

Lesson 4:
Meet with Teacher-

- Guided/Independent Practice Student's edition p.267-268

*At Your Seat, Technology, Hands On, see above.

Lesson 4 Exit ticket:
(Teacher can project the Additional Practice page 7-4.) Answer questions 1-4.

Vocabulary:			
Lesson 5 Solve and Share: Student's edition p. 269 Vocabulary:	Lesson 5: Today we will accurately and precisely solve math problems. We will do this by: 1. Convince Me! 2. using words, symbols, and numbers to help us solve the problems.	Lesson 5: Meet with Teacher- • Guided/Independent Practice Student's edition p.271-272 *At Your Seat, Technology, Hands On, see above.	Lesson 5 Turn and Talk: What does it mean to be precise when answering math problems? Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 14: Solve Time, Capacity, and Mass Problems

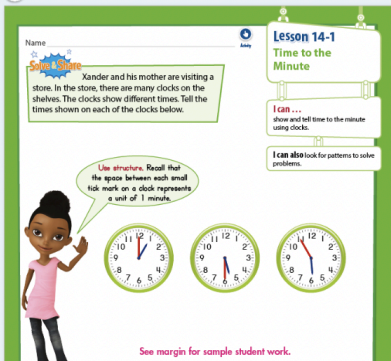
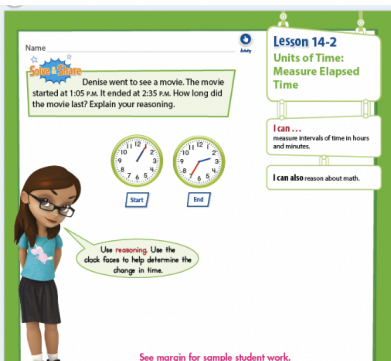
Big Idea: Solving time, capacity, mass, and perimeter problems. Reasoning about attributes of, and composing and decomposing geometric shapes.

Essential Questions	Standards
- How can time, capacity, and mass be measured and found?	3.M.A.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. 3.M.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 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.DL.B.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.

Topic 14—Solve Time, Capacity and Mass Problems

Key Vocabulary: elapsed time, A.M., P.M., time interval, capacity (liquid volume), liter, mass, gram, kilogram

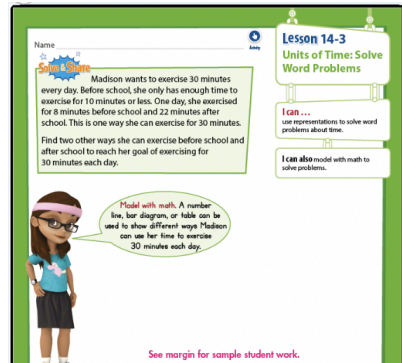
<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) Optional Mini-Lesson Slides: Slideshow Folder Multiplication Fact Fluency Practice: Multiplication Fact Quizzes (Digital and Paper) Additional Fact fluency games for the rest of the year			
Lesson 1 Solve and Share: Student’s edition p. 533	Daily Optional Mini-Lesson: Watch Visual	Suggestions for Lessons/Topic: Lesson 1:	Exit Tickets for Topic 14 (Alternate options below)

 Vocabulary:	Learning Animation Plus Video Lesson 1: Today we will show and tell time to the nearest minute. We will do this by: 1. Convince Me! 2. using analog and digital clocks.	Meet with Teacher- • Guided/Independent Practice Student's edition p.535-536 Optional Activities Folder At Your Seat- • At Your Seat Folder • Reteach to Build Understanding and Enrichment worksheets (EnVision) Technology- • iReady • Practice Buddy (EnVision) • Quick Check • Amazing Savings 1 (enVision) Hands-On- • Hands on Folder • enVision Center Games • Pick a Project (EnVision)	Lesson 1 Exit ticket: (Use classroom clock or Judy Clock) What time does this clock show?
Lesson 2 Solve and Share: Student's edition p. 537  Vocabulary: Elapsed time, A.M., P.M	Lesson 2: Today we will tell and write time to the nearest minute and measure time intervals in minutes. One way we will do this is by: 1. Convince Me! 2. measuring elapsed time.	Lesson 2: Meet with Teacher- • Guided/Independent Practice Student's edition p. 539-540 *At Your Seat, Technology, Hands On, see above.	Lesson 2 Exit ticket: Start time: 4:15 p.m. End time: 7:45 p.m. What is the elapsed time?

Lesson 3 Solve and Share:

Student's edition p.

541

**Vocabulary:**

Time interval

Lesson 3:

Today we will solve word problems involving addition and subtraction to measure quantities of time.

We will do this by:

1. Convince Me!
2. using bar models and number lines.

Lesson 3:**Meet with Teacher-**

- Guided/Independent Practice
Student's edition p.543-544

*At Your Seat, Technology, Hands On, see above.

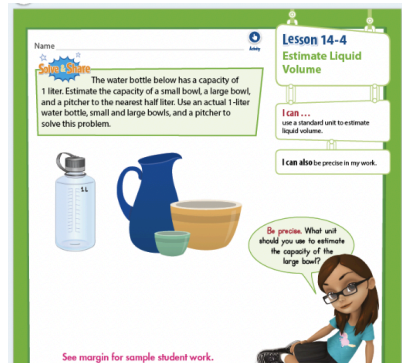
Lesson 3 Exit ticket:

It took Carter 23 minutes to walk home. Then he walked 13 minutes to his friend's house. How long did he walk?

Lesson 4 Solve and Share:

Student's edition p.

545

**Vocabulary:**

Capacity, liter

Lesson 4:

Today we will use standard units to estimate liquid volume.

We will do this by:

1. Convince Me!
2. measuring the amount of water in a bucket and water bottle.

Lesson 4:**Meet with Teacher-**

- Guided/Independent Practice
Student's edition p.547-548

*At Your Seat, Technology, Hands On, see above.

Lesson 4 Exit ticket:

Write an estimate for the capacity of a glass of juice.

Lesson 5 Solve and Share:

Student's edition p.

549

Lesson 5:

Today we will use standard units to estimate liquid volume.

We will do this by:

1. Convince Me!
2. using visual models.

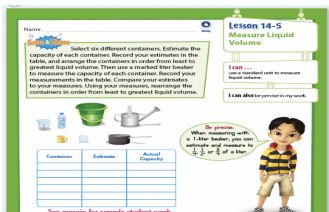
Lesson 5:**Meet with Teacher-**

- Guided/Independent Practice
Student's edition p.551-552

*At Your Seat, Technology, Hands On, see above.

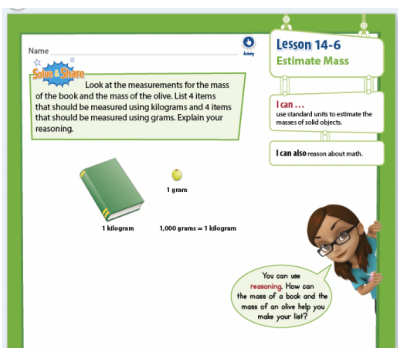
Lesson 5 Exit ticket:

How many 2 liter bottles can be filled with 10 liters of soda?



Vocabulary:

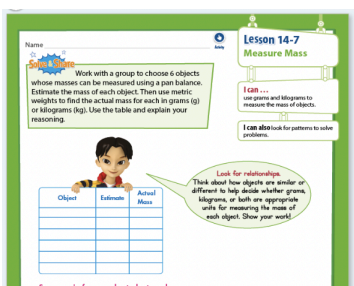
Lesson 6 Solve and Share: Student's edition p. 553



Vocabulary:

Mass, gram, kilogram

Lesson 7 Solve and Share: Student's edition p. 557



Vocabulary:

Lesson 8 Solve and Share: Student's edition p. 561

Lesson 6:
Today we will use standard units to estimate the masses of solid objects.

One way we will do this is by:

1. Convince me!
2. using a pan balance.

Lesson 7:
Today we will measure the mass of objects in grams and kilograms.

We will do this by:

1. Convince Me!
2. using a pan balance with metric weights.

Lesson 8:
Today we will solve problems about mass and

Lesson 6:
Meet with Teacher-

- Guided/Independent Practice Student's edition p.555-556

*At Your Seat, Technology, Hands On, see above.

Lesson 7:
Meet with Teacher-

- Guided/Independent Practice Student's edition p.559-560

*At Your Seat, Technology, Hands On, see above.

Lesson 8:
Meet with Teacher-

- Guided/Independent Practice

Lesson Turn and Talk:
Name something you would measure in grams and something you would measure in kilograms.

Use Math Talk anchor chart -
I think...
I agree...
I disagree...
I did it a different way...
What I heard you say was...

Lesson 7 Exit ticket:
Ms. Thompson has 15 kilograms of clay. She wants to give 3 students an equal amount of clay. How many kilograms of clay will each student get?

Lesson 8 Exit ticket:
A labrador has a mass of 39 kilograms. A poodle has a

Vocabulary:	volume. We will do this by: 1. Convince Me! 2. using pictures.	Student's edition p.563-564 *At Your Seat, Technology, Hands On, see above.	mass of 26 kilograms. How much more does the labrador weigh than the poodle?
Lesson 9 Solve and Share: Student's edition p. 565 Vocabulary:	Lesson 9: Today we will make sense of quantities and relationships in problems. We will do this by: 1. Convince Me! 2. identifying quantities we know, drawing a number line, and giving the answer with a correct unit.	Lesson 9: Meet with Teacher- • Guided/Independent Practice Student's edition p.567-568 *At Your Seat, Technology, Hands On, see above.	Lesson 9 Turn and Talk: What does it mean to use reasoning to solve a problem? Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...
Review Options: Topic Review Jeopardy			
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 15: Attributes of Two-Dimensional Shapes

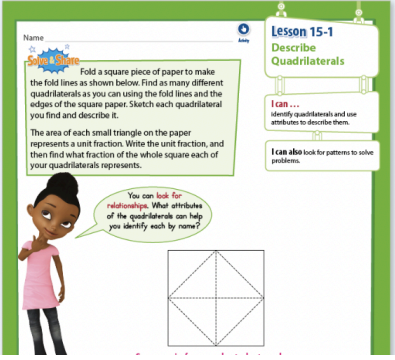
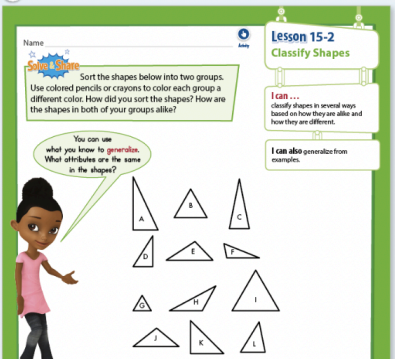
Big Idea: Identifying attributes of 2-D shapes help to categorize them

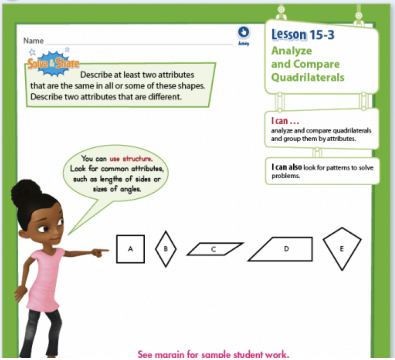
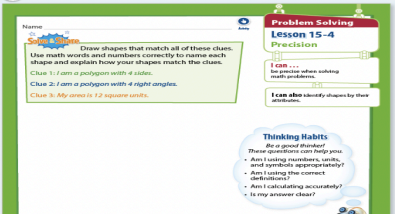
Essential Questions	Standards
- What are attributes and how do they help me identify different shapes? - What are the different categories of shapes and which attributes do they share?	3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (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.

Topic 15– Attributes of Two-Dimensional Shapes

Key Vocabulary: polygon, sides, quadrilateral, angles, vertex, trapezoid, parallelogram, rectangle, right angles, rhombus, square, convex, concave

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) Optional Mini-Lesson Slides: Slideshow Folder Reference Sheet for Students: Classifying Quadrilaterals Multiplication Fact Fluency Practice: Multiplication Fact Quizzes (Digital and Paper) Topic 15 Anchor Chart: Quad Squad Additional Fact fluency games for the rest of the year			
Lesson 1 Solve and Share: Student’s edition p. 585	Daily Optional Mini-Lesson: Watch Visual Learning Animation	Suggestions for Lessons/Topic: Lesson 1: Meet with Teacher-	Exit Tickets for Topic 15 (Alternate options below)

 Vocabulary: polygon, sides, quadrilateral, angles, vertex, trapezoid, parallelogram, rectangle, right angles, rhombus, square, convex, concave	Plus Video Lesson 1: Today we will identify quadrilaterals and use attributes to describe them. One way we can do this is by: 1. Convince Me! 2. using side lengths.	• Guided/Independent Practice Student's edition p.587-588 At Your Seat- • At Your Seat Folder • Reteach to Build Understanding and Enrichment worksheets (EnVision) Technology- • iReady • Practice Buddy (EnVision) • Quick Check Hands-On- • Hands on Folder • enVision Center Games • Pick a Project (EnVision)	Lesson 1 Stop and Jot: • Draw and label a trapezoid, parallelogram and rhombus.
Lesson 2 Solve and Share: Student's edition p. 589  Vocabulary:	Lesson 2: Today we will classify shapes according to their attributes. We will do this by: 1. Convince Me! 2. identifying the attributes of polygons.	Lesson 2: Meet with Teacher- • Guided/Independent Practice Student's edition p.591-592	Lesson 2 Stop and Jot: Draw and label a concave shape and a convex shape.
Lesson 3 Solve and Share: Student's edition p. 593	Lesson 3: Today we will analyze and compare quadrilaterals and group them by their	Lesson 3: Meet with Teacher- • Guided/Independent Practice Student's edition p.595-596	Lesson 3 Turn and Talk: Name some of the attributes that a square and rectangle have in common.

 Vocabulary:	attributes. We will do this by: 1. Convince Me! 2. looking at the sides and angles of polygons.		Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...
Lesson 4 Solve and Share: Student's edition p. 597  Vocabulary:	Lesson 4: Today we will solve math problems precisely and accurately using appropriate tools and math vocabulary. We will do this by: 1. Convince Me! 2. using pictures of objects to identify possible answers.	Lesson 4: Meet with Teacher- • Guided/Independent Practice Student's edition p.599-600	Lesson 4 Turn and Talk: What does it mean to be precise in problem solving? Can you give an example of a time you were precise in solving a problem? Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 10: Multiply by Multiples of 10

Big Idea: Understanding concepts of place value allow for multiplication with larger numbers

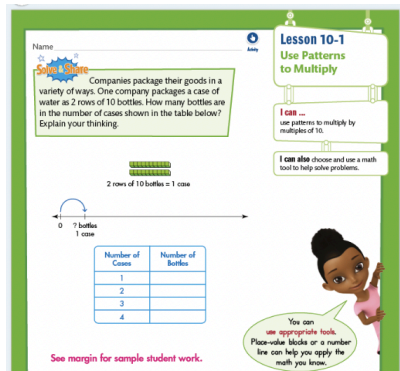
Essential Questions	Standards
How can an understanding of place value help me multiply larger numbers more quickly and efficiently?	3.NBT.A.3: Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Topic 10– Multiply by Multiples of 10

Key Vocabulary: no new vocabulary, review vocabulary from Topics 1-5.

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) Multiplication Fact Fluency Practice: Multiplication Fact Quizzes (Digital and Paper) Additional Fact fluency games for the rest of the year			

Lesson 1 Solve and Share:
Student’s edition p. 381



Vocabulary:

Daily Optional Mini-Lesson:

- Watch Visual Learning Animation Plus Video

Lesson 1:
Today we will use patterns to find products when one factor is a multiple of 10.

We will do this by:

1. Convince Me!
2. using place value blocks, skip

Suggestions for Lessons/Topic:

Lesson 1:
Meet with Teacher-

- Guided/Independent Practice Student’s edition p.383-384

At Your Seat-

- [At Your Seat Folder](#)
- Reteach to Build Understanding and Enrichment worksheets (EnVision)

Technology-

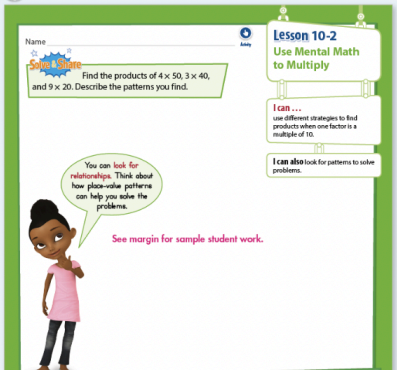
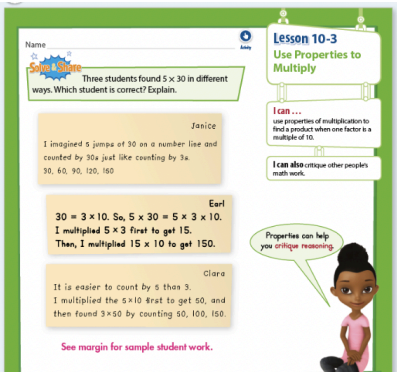
- iReady

[Exit Tickets for Topic 10](#)

(Alternate options below)

Lesson 1 Turn and Talk:
Explain how to use place value patterns to multiply. You can use 4×80 as an example.

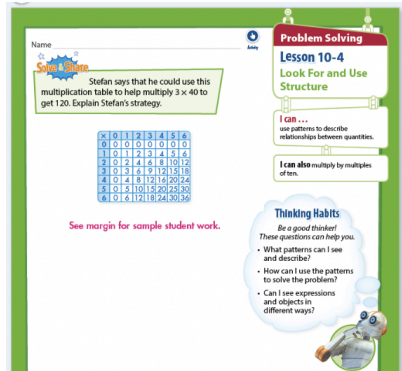
Use Math Talk anchor chart -
I think...
I agree...
I disagree...

	counting, and using an open number line.	- Practice Buddy (EnVision) - Quick Check Cosmic Caravan-Arrays and Multiples of 10 (enVision) Hands-On- Hands On Folder - enVision Center Games - Pick a Project (EnVision)	I did it a different way... What I heard you say was...
Lesson 2 Solve and Share: Student's edition p. 385  Vocabulary:	Lesson 2: Today we will use different strategies to find products when one factor is a multiple of 10. We will do this by: 1. Convince Me! 2. using basic multiplication facts to multiply by multiples of 10.	Lesson 2: Meet with Teacher- Guided/Independent Practice Student's edition p.387-388 *At Your Seat, Technology, Hands On, see above.	Lesson 2 Exit ticket: $7 \times 3 =$ $70 \times 3 =$
Lesson 3 Solve and Share: Student's edition p. 389  Vocabulary:	Lesson 3: Today we will use the properties of multiplication to find products when one factor is a multiple of 10. We will do this by: 1. Convince me! 2. using the Associative and Distributive Properties of Multiplication.	Lesson 3: Meet with Teacher- Guided/Independent Practice Student's edition p.391-392 *At Your Seat, Technology, Hands On, see above.	Lesson 3 Stop and Jot: Show how you can use the Distributive Property to solve 5×90

Lesson 4 Solve and Share:

Student's edition p.

393



Vocabulary:

Lesson 4:

Today we will use the structure of multiplication and place value to find products when one factor is a multiple of 10.

We will do this by:

1. Convince Me!
2. looking for patterns, describing these patterns, and identifying how numbers are organized.

Lesson 4:

Meet with Teacher-

- Guided/Independent Practice
Student's edition p.395-396

*At Your Seat, Technology, Hands On, see above.

Lesson 4 Turn and Talk:

What does it mean to “make use of structure” when solving a problem?

Use Math Talk anchor chart -

I think...

I agree...

I disagree...

I did it a different way...

What I heard you say was...

Review and Assessment (2 days): Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)

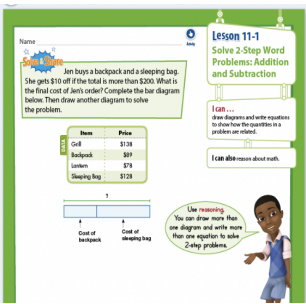
Topic 11: Use Operations with Whole Numbers to Solve Problems

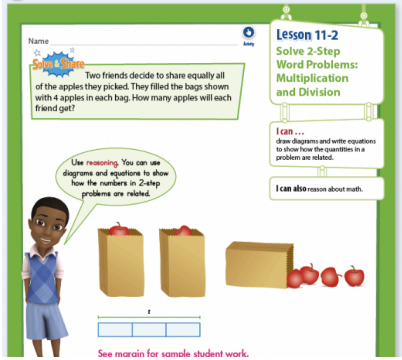
Big Idea: Develop an understanding of how to solve two-step problems using whole number operations.

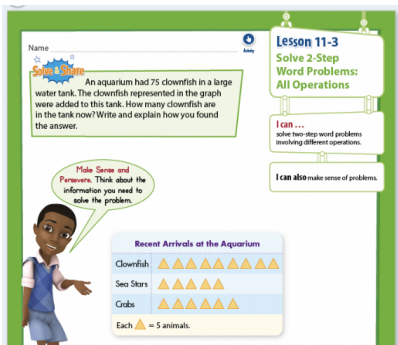
Essential Questions	Standards
What are ways to solve two-step problems?	3.OA.D.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Topic 11–Use Operations with Whole Numbers to Solve Problems

Key Vocabulary: no new vocabulary, review vocabulary from Topics 1-10.

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations) Multiplication Fact Fluency Practice: Multiplication Fact Quizzes (Digital and Paper) Additional Fact fluency games for the rest of the year			
Lesson 1 Solve and Share: Student’s edition p. 409  Vocabulary:	Daily Optional Mini-Lesson: Watch Visual Learning Animation Plus Video Lesson 1: Today we will solve two-step problems involving addition and subtraction of whole numbers.	Suggestions for Lessons/Topic:’ Lesson 1: Meet with Teacher- - Guided/Independent Practice Student’s edition p.411-412 At Your Seat- At Your Seat Folder - Reteach to Build Understanding and Enrichment worksheets (EnVision)	Lesson 1 Turn and Talk: What is a “hidden question” in a word problem? Use Math Talk anchor chart - I think... I agree... I disagree... I did it a different way... What I heard you say was...

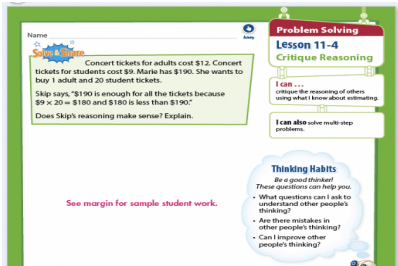
	We will do this by: 1. Convince Me! 2. drawing diagrams and writing equations.	Technology- ● iReady ● Practice Buddy (EnVision) ● Quick Check ● Launch that Sheep-Multiple Operations (enVision) Hands-On- ● Hands on Folder ● enVision Center Games ● Pick a Project (EnVision) Projects: ● Ski Math Project	
Lesson 2 Solve and Share: Student's edition p. 413  Vocabulary:	Lesson 2: Today we will solve two-step problems involving multiplication and division of whole numbers. We will do this by: 1. Convince Me! 2. drawing diagrams and writing equations.	Lesson 2: Meet with Teacher- ● Guided/Independent Practice Student's edition p.415-416 *At Your Seat, Technology, Hands On, see above.	Lesson 2 Exit ticket: Mya saved \$4 a day for 6 weeks. Emilio saved \$5 a day for 5 weeks. If they put their money together, how much money do they have?
Lesson 3 Solve and Share: Student's edition p. 417	Lesson 3: Today we will examine relationships between quantities in a two-step word problem. We will do this by: 1. Convince Me! 2. choosing and applying the	Lesson 3: Meet with Teacher- ● Guided/Independent Practice Student's edition p.419-420 *At Your Seat, Technology, Hands On, see above.	Lesson 3 Exit ticket: Dev had \$223 dollars. He then saved \$10 a week for 6 weeks. How much money does he have now?



operations needed to find the answer.

Vocabulary:

Lesson 4 Solve and Share:
Student's edition p. 421



Vocabulary:

Lesson 4:
Today we will critique the reasoning of others.

We will do this by:

1. Convince Me!
2. asking questions, identifying mistakes, and providing suggestions for improvement.

Lesson 4:
Meet with Teacher-

- Guided/Independent Practice Student's edition p.423-424

*At Your Seat, Technology, Hands On, see above.

Lesson 4 Turn and Talk:
What does it mean to "critique the reasoning of others" in math class?

Use Math Talk anchor chart -

I think...

I agree...

I disagree...

I did it a different way...

What I heard you say was...

Review and Assessment (2 days): Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)