Board Approval Date: 8/20/2024
Course Title: 3rd Grade Math
3rd Grade Math focuses on developing an understanding of multiplication and division and strategies for multiplication and division within 100; developing an understanding of fractions, especially unit fractions (fractions with numerator 1); developing an understanding of the structure of rectangular arrays and of area; and describing and analyzing two-dimensional shapes.

Estimated Number of Weeks	**Marking Period 3 Unit 3: Fluency with Bigger Numbers & Intro to Fractions**		
21	Unit 3: Fluently Add & Subtract Within 1000	26	Unit 3: Understand Fractions as Numbers
22	Unit 3: Fluently Add & Subtract Within 1000	27	Unit 3: Understand Fractions as Numbers
23	Unit 3: Multiply by Multiples of 10	28	Unit 3: Fraction Equivalence and Comparison
24	Unit 3: Use Operations with Whole Numbers to Solve Problems	29	Unit 3: Fraction Equivalence and Comparison
25	Unit 3: Use Operations with Whole Numbers to Solve Problems	30	Assess, Review, Reteach
Estimated Number of Weeks	**Marking Period 4 Unit 4: Time &**		
31	Unit 4: Solve Time, Capacity & Mass Problems	36	Unit 4: Attributes of 2-Dimensional Shapes
32	Unit 4: Solve Time, Capacity & Mass Problems	37	Unit 4: Solve Perimeter Problems
33	Unit 4: Solve Time, Capacity & Mass Problems	38	Unit 4: Solve Perimeter Problems
34	NJSLA	39	Step-Up to 4th Grade
35	Unit 4: Attributes of 2-Dimensional Shapes	40	Step-Up to 4th Grade

Unit 1: Foundations of Multiplication and Division

Stage 1 Desired Results

Unit 1: Foundations of Multiplication and Division

Unit Summary: In this unit, students will represent and solve problems involving multiplication and division. They will interpret the meaning of multiplication and division, and use patterns to begin to build fluency with multiplication facts. Students will focus on using known facts and properties of multiplication to learn the multiplication facts with factors of 3, 4, 6, 7, and 8, and using the relationship between multiplication and division to learn division facts. Students will understand properties of multiplication and the relationship between multiplication and division.

Unit Learning Targets

NJSLS Standards:

- 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. For example, describe and/or represent a context in which a total number of objects can be expressed as 5 ×7.
- 3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
- 3.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. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)
- 3.OA.B.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.
- 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 × 5 = 40, one knows 40 ÷ 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. 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *:*

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

Technology:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Connections:

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
- W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Unit Essential Questions:	**Unit Enduring Understandings:**
• What are the different meanings of multiplication and division? • How can unknown multiplication facts be found using patterns and properties? • How can unknown multiplication facts be found using known facts? • How can unknown division facts be found using known multiplication facts?	• Some real-world problems that involve joining or separating equal groups or making comparisons can be solved using multiplication or division. • Two numbers can be multiplied in any order and the product remains the same. • There are many different ways to think about multiplication and division, including repeated addition/subtraction, number lines, arrays and sharing (division). • Basic multiplication facts can be found by identifying patterns. • Three or more numbers can be grouped and multiplied in any order.
Students will know:	**Students will be able to:**
• equal groups • multiplication, factors, product, equation • unknown • number line • array, row, column • commutative property of multiplication • division • multiples • identity property of multiplication • zero property of multiplication • dividend, divisor, fact family, quotient • even, odd	• understand different meanings of multiplication and division. • find unknown multiplication facts by using patterns and properties. • find unknown multiplication facts using known facts. • find unknown division facts using known multiplication facts.

Stage 2 Assessment Evidence

Summative Assessments:

- End of Topic Performance Assessments - enVisionmath2.0
- End of Topic Assessments - enVisionmath 2.0

Formative Assessments:

- Individual Lesson Quick Checks
- Teacher observation & conferring
- iReady
- Khan Academy

Common Benchmark Assessments:

- iReady BOY diagnostic

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Model Lesson Format)*	***Timeframe*** *(Days or Weeks)*
(Number Only)		*Topics 1-4*	*Days*
3.OA.A.1 *3.OA.A.3* *3.OA.B.5* *3.0A.A.2* *3.MP.1-8*	• Use repeated addition to show the relationships between multiplication and addition. • Use number lines to join equal groups. • Use arrays as one way to think about and understand multiplication. • Understand and use the commutative property of multiplication. • Use sharing to separate equal groups and to think about division. • Use repeated subtraction to show the relationship between division and subtraction. • Think strategically about available tools that can be used to solve problems.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	7 + 2 (intro & assessment)
3.OA.A.3 *3.OA.A.1* *3.OA.D.9* *3.OA.B.5* *3.MP.1-8*	• Gain fluency in multiplication when using 2 and 5 as factors. • Gain fluency in multiplication when using 9 as a factor. • Gain fluency in multiplication when multiplying by 0 or 1. • Gain fluency in multiplication when multiplying by 10. • Students will use number relationships and patterns to develop reasoning strategies to support their recall of the basic multiplication facts. • Use previously learned concepts and skills to represent and solve problems.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level	6 + 2 (intro & assessment)

		○ Advanced ● Daily Common Core Review/iReady - 15 minutes (3 times per week) ● Assign Homework/Transition - 5 minutes	
3.OA..B.5 *3.OA.A.3* *3.OA.D.9* *3.MP.1-8*	● Use the distributive property to solve problems involving multiplication within 100. ● Use appropriate tools and the distributive property to break apart unknown facts with 3 as a factor. ● Use the distributive property to break apart unknown facts with 4 as a factor. ● Use the distributive property to break apart unknown facts with a 6 or 7 as a factor. ● Use the distributive property to break apart unknown facts with 8 as a factor. ● Use strategies such as bar diagrams and arrays with known facts to solve multiplication problems. ● Use the Associative Property of Multiplication to group 3 factors and multiply. ● Use repeated reasoning with known facts to make generalizations when multiplying.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** ● Solve & Share/ Visual Learning - 15-20 minutes ● Guided Practice & Independent Practice - Quick Check - 15-20 minutes ● Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced ● Daily Common Core Review/iReady - 15 minutes (3 times per week) ● Assign Homework/Transition - 5 minutes	8 + 2 (intro & assessment)
3.OA.B.6 *3.OA.A.3* *3.OA.D.9* *3.OA.B.5* *3.OA.A.4* *3.OA.D.8* *3.MP.1-8*	● Use multiplication facts to divide. ● Use multiplication facts to find related division facts. ● Use knowledge of even and odd numbers to identify multiplication patterns. ● Use properties to understand division involving 0 and 1. ● Use patterns and known facts to find unknown multiplication facts. ● Use multiplication and division facts to find unknown values in equations. ● Use previously learned concepts to find and answer hidden questions to solve problems.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** ● Solve & Share/ Visual Learning - 15-20 minutes ● Guided Practice & Independent Practice - Quick Check - 15-20 minutes ● Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced ● Daily Common Core Review/iReady - 15 minutes (3 times per week) ● Assign Homework/Transition - 5 minutes	9 + 2 (intro & assessment)

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Materials	*Notes*
enVisionmath2.0 Common Core Grade 3	
chromebooks, iReady	

two color counters, number lines, centimeter grid paper	
color cubes, place value blocks, multiplication table	
colored pencils	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Provide additional manipulatives to support instruction
- Allow for alternative strategies to solve algorithms or tasks
- Provide the steps needed to complete the task
- Model frequently
- Use visuals to demonstrate/model the processes
- Visual Animation Plus
- Reteaching opportunities if applicable through differentiated centers
- Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students:

- Problem based learning
- Pre-Assess to condense curriculum in order to do more authentic problem solving/projects
- Differentiated centers with extension activities

Specific Strategies and Practices that Support English Language Learners:

- Develop basic vocabulary
- Demonstrate listening comprehension by retelling
- Use prior experience to understand meanings
- Visual learning bridge
- Visual learning Animation Plus
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Tiered Activities - Small Group Instruction
- Work Alone Choice - Group Work Choice

Students with 504 Plans

- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
- Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping - Small Group In-Depth Instruction
- Differentiated Online Practice - Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2 : Fluency with Operations

Stage 1 Desired Results

Unit 2: Fluency with Operations

Unit Summary: In this unit, students will focus on applying strategies to achieve fluency with multiplication and division facts within 100. They will understand concepts of area and relate area to multiplication and addition. They will learn to read and make scaled picture graphs and scaled bar graphs that represent a data set with several categories and will solve problems involving the data represented in the graphs. Finally, they will practice fluency with addition and subtraction within 1,000, in addition to, exploring place value patterns when multiplying by a multiple of 10.

Unit Learning Targets

NJSLS Standards:

- 3.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic.
  - 1. Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.A.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
  - 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.NBT.A.3 Use place value understanding and properties of operations to perform multi-digit arithmetic.
  - 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
- 3.OA.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 × 5 = 40, one knows 40 ÷ 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. 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.
- 3.DL.A.1 Develop data based questions and decide what data will answer the questions (e.g., “What size shoe does a third grader wear?”, “How many books does a third 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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- 3.M.B.3a Recognize area as an attribute of plane figures and understand concepts of area measurement.
  - a. 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.
- 3.M.B.3b Recognize area as an attribute of plane figures and understand concepts of area measurement.

- b. 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.2
- 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.5a Relate area to the operations of multiplication and addition.
  - a. 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.
- 3.M.B.5b Relate area to the operations of multiplication and addition.
  - b. 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.
- 3.M.B.5c Relate area to the operations of multiplication and addition.
  - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the Distributive property in mathematical reasoning.
- 3.M.B.5d Relate area to the operations of multiplication and addition.
  - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
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Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *:*

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

Technology:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Connections:

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- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Unit Essential Questions:

- How can strategies be used to solve multiplication and division facts?
- What strategies can be used to measure area?
- How can data be collected, represented, interpreted, and analyzed?
- What are ways to multiply by multiples of 10?

Unit Enduring Understandings:

- Strategies and reasoning can be used to recall multiplication and division basic facts.
- The amount of space inside a shape is its area.
- Certain types of graphs are appropriate for certain kinds of data.

	• There is more than one way to do mental math. Techniques involve changing the numbers/expressions so the calculations are easy to do mentally.
Students will know: • area, unit square, square unit, estimate • scaled picture graph, scale, key, scaled bar graph, frequency table, survey • associative property of addition, commutative property of addition, identity property of addition • round, place value, compatible numbers • inverse operations	**Students will be able to:** • identify strategies to solve multiplication and division facts. • measure and find area. • represent, interpret, and analyze data. • mentally find sums and differences through estimation.

Stage 2 Assessment Evidence
Summative Assessments: • End of Topic Performance Assessments - enVisionmath2.0 • End of Topic Assessments - enVisionmath 2.0
Formative Assessments: • Individual Lesson Quick Checks • Teacher observation & conferring • iReady • Khan Academy
Common Benchmark Assessments: • iReady Mid-Year Assessment

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Model Lesson Format)*	***Timeframe*** *(Days or Weeks)*
		Topics 5-8	*Days*
3.OA.D.9 *3.OA.C.7* *3.OA.A.3* *3.MP.1-8*	• Use the multiplication table and the distributive property to find patterns in factors and products. • Use a multiplication table to find the missing factor in a division problem. • Use number sense and reasoning while practicing multiplication & division basic facts. • Use strategies such as skip counting and properties of operations to multiply.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes	8 + 2 (intro & assessment)

	• Solve multiplication and division problems that involve different strategies and representations. • Use multiplication to write and solve real-world problems involving equal groups. • Use division to write and solve real-world problems involving equal groups. • Use the structures of multiplication & division to compare expressions.	○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	
3.M.B.3a *3.M.B.3b* *3.M.B.4* *3.M.B.5a* *3.M.B.5b* *3.M.B.5c* *3.M.B.5d* *3.MP.1-8*	• Use unit squares to find the area of a shape. • Use unit squares to find the area of a figure. • Use standard units to measure the area of a shape. • Use unit squares and multiplication to find the areas of squares and rectangles. • Use areas of rectangles to model the distributive property of multiplication. • Use areas of rectangles to find the area of irregular shapes. • Solve problems by breaking apart or changing the problem into similar problems.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	7 + 2 (intro & assessment)
3.DL.A.1 3.DL.A.2 *3.DL.B.3* *3.OA.A.3* *3.OA.D.8* *3.MP.1-8*	• Use data to develop questions • Use data to answer data-based questions • Use graphs to compare and interpret data. • Use frequency tables & picture graphs to compare and interpret data. • Use scaled bar graphs to represent data sets. • Use graphs to solve problems. • Use words, symbols, and numbers to accurately and precisely solve math problems.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	5 + 2 (intro & assessment)
3.NBT.A.2 *3.OA.D.9*	• Solve real world problems using properties of addition.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day**	9

3.NBT.A.1 *3.MP.1-8*	• Identify patterns in the addition table and explain them using algebraic thinking. • Use place value and a number line to round numbers. • Use mental math to add. • Use mental math to subtract. • Use rounding and compatible numbers to estimate a sum. • Use rounding and compatible numbers to estimate a difference. • Solve one-step & multi-step problems using strategies based on the relationship between addition and subtraction. • Solve one-step & multi-step problems by modeling with math.	• Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	+ 2 (intro & assessment)

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Materials	*Notes*
enVisionmath2.0 Common Core Grade 3	
iReady, Chromebooks	
Multiplication table, two color counters,	
Two color tiles, Centimeter grid paper, unlined white paper	
i-inch grid paper, place value blocks	
colored pencils, number lines	
centimeter grid paper, index cards	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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- Provide the steps needed to complete the task
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- Problem based learning
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Specific Strategies and Practices that Support English Language Learners:

- Develop basic vocabulary
- Demonstrate listening comprehension by retelling
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- Homogeneous Grouping - Small Group In-Depth Instruction
- Differentiated Online Practice - Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3: Fluency with Bigger Numbers & Intro to Fractions

Stage 1 Desired Results

Unit 3: Fluency with Bigger Numbers & Intro to Fractions

Unit Summary: In this unit students will learn two algorithms for adding three digit numbers. They will combine their knowledge of place value, operations, and properties with multiplying by multiples of 10. They will learn how to solve two-step word problems involving whole numbers. Finally, students will develop an understanding of fractions as numbers. Students will learn that fractions are numbers that can represent a portion of a whole or a point on the number line. Students will use models and number sense to understand fraction equivalence and comparison.

Unit Learning Targets

NJSLS Standards:

- 3.NBT.A.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.
    - 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.NBT.A.3 Use place value understanding and properties of operations to perform multi-digit arithmetic.
    - 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
- 3.OA.D.8 Solve two-step problems, including problems involving money, using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
    - 3. *This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).*
- 3.NF.A.1 Develop understanding of fractions as numbers.
    - 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 parts of size. For example: If a rectangle (i.e. the whole) is partitioned into 3 equal parts, each part is ⅓. Two of those parts would be ⅔.
- 3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.
- 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, or the same point on a number line.
    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 the number line.
    - b. Recognize and generate simple equivalent fractions by reasoning about 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.
    - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions with the support of a visual fraction model, e.g., by using a visual fraction model.

- 3.NF.A.2a 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 on the number line and show that each part has a size.
- 3.NF.A.2b Understand a fraction as a number on the number line; represent fractions on a number line diagram. b. Represent a fraction a/b on a number line diagram by marking off 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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *:*

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

Technology:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Connections:

- RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '
- W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Unit Essential Questions:

- How can sums and differences be estimated and found mentally?
- How can the expanded form of addition and subtraction be used to understand place value?
- What are ways to multiply by multiples of 10?
- What strategies can be used to solve two-step problems?
- What are different interpretations of a fraction?

Unit Enduring Understandings:

- The standard algorithm for adding and subtracting 3 digits is an extension to the standard algorithm for adding and subtracting 2 digits.
- Different strategies can be used to find products when one factor is a multiple of 10.
- Equations show relationships between quantities and operations.
- Unit fractions represent one part of a whole that has been divided into equal parts.
- Good math thinkers know how to pick the right tools to solve math problems.

Students will know:	**Students will be able to:**
• regroup, conjecture, open number line • unit fraction, numerator, denominator • nearest fourth inch • line plot • nearest half inch	• understand standard procedures for adding and subtracting whole numbers. • understand ways to multiply by multiples of 10. • understand how to solve two-step problems. • understand different interpretations of a fraction. • compare fractions in different ways.

Stage 2 Assessment Evidence

Summative Assessments:

- End of Topic Performance Assessments - enVisionmath2.0
- End of Topic Assessments - enVisionmath 2.0

Formative Assessments:

- Individual Lesson Quick Checks
- Teacher observation & conferring
- iReady
- Khan Academy

Common Benchmark Assessments: Cumulative Assessment Units 1-3

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Model Lesson Format)*	***Timeframe*** *(Days or Weeks)*
(Number Only)		*Topics 9-13*	*Days*
3.NBT.A.2 *3.MP.1-8*	• Add two 3-digit numbers by breaking apart problems into simpler problems. • Add 3-digit numbers using the standard algorithm. • Add 3 or more numbers using the standard algorithm. • Subtract multi-digit numbers using the expanded algorithm. • Subtract 3-digit numbers using the standard algorithm. • Subtract a 3-digit number from another 3-digit number with one or more zeros by using the standard algorithm. • Use addition and subtraction to justify a conjecture.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	8 + 2 (intro & assessment)

3.NBT.A.3 *3.MP.1-8*	• Use an open number line to find products when one factor is a multiple of 10. • Use properties of multiplication to find products when one factor is a multiple of 10. • Use different strategies to find products when one factor is a multiple of 10. • Use the structure of multiplication and place value to find products when one factor is multiple of 10.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	4 + 2 (intro & assessment)
3.0A.D.8 *3.MP.1-8*	• Draw diagrams & write equations to solve two-step problems involving addition and subtraction of whole numbers. • Draw diagrams & write equations to solve two-step problems involving multiplication and division of whole numbers. • Examine relationships between quantities in a 2-step word problem by writing equations. Choose and apply the operations needed to find the answer. • Critique the reasoning of others by asking questions, identifying mistakes, and providing suggestions for improvement.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	4 + 2 (intro & assessment)
3.NF.A.1 *3.G.A.2* *3.NF.A.3c* *3.NF.A.2a* *3.NF.A.2b* *3.DL.B.4* *3.MP.1-8*	• Understand how to read and write unit fractions for equal size parts of a region. • Use a fraction to represent multiple copies of a unit fraction. • Determine and draw the whole unit given one part. • Represent fractions on a number line. • Represent fractions greater than one on a number line. • Measure length to nearest fourth inch and show the data on a line plot.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level	8 + 2 (intro & assessment)

	• Measure length to the nearest half inch and show the data on a line plot. • Determine when a problem has either extra or missing information.	○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	
3.NF.A.3a *3.NF.A.3b* *3.NF.A.3d* *3.NF.A.3c* *3.MP.1-8*	• Find equivalent fractions that name the same part of the whole. • Represent equivalent fractions on a number line. • Use models such as fraction strips to compare fractions that refer to the same whole and have the same denominator. • Use models such as fraction strips to compare fractions that refer to the same whole and have the same numerator. • Use benchmark numbers to compare fractions. • Use a number line to compare fractions. • Use fraction names to represent whole numbers. • Construct math arguments using fractions.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	8 + 2 (intro & assessment)

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Materials	*Notes*
enVisionmath2.0 Common Core Grade 3	
chromebooks, iReady, fraction strips	
place value blocks & charts, rulers	
number lines, grid paper,	
colored pencils, drawing paper	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Provide additional manipulatives to support instruction
- Allow for alternative strategies to solve algorithms or tasks

- Provide the steps needed to complete the task
- Model frequently
- Use visuals to demonstrate/model the processes
- Visual Animation Plus
- Reteaching opportunities if applicable through differentiated centers
- Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students:

- Problem based learning
- Pre-Assess to condense curriculum in order to do more authentic problem solving/projects
- Differentiated centers with extension activities

Specific Strategies and Practices that Support English Language Learners:

- Develop basic vocabulary
- Demonstrate listening comprehension by retelling
- Use prior experience to understand meanings
- Visual learning bridge
- Visual learning Animation Plus
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Tiered Activities - Small Group Instruction

- Work Alone Choice - Group Work Choice

Students with 504 Plans

- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
- Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping - Small Group In-Depth Instruction
- Differentiated Online Practice - Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4: Time & Concepts of Geometry

Stage 1 Desired Results

Unit 4: Time & Geometry

Unit Summary: In this unit, students will learn to tell time to the nearest minute on an analog clock. Students will solve problems involving elapsed time. Students will learn that liquid volume is the amount of liquid a container can hold and that mass is a measure of the amount of matter in an object. Students will identify attributes of two-dimensional shapes, especially quadrilaterals. Students will learn that shapes in different categories may share attributes that place them in a larger category. Finally, students will recognize perimeter as an attribute of polygons, finding perimeter using addition and multiplication, and finding an unknown side length. Students will distinguish the attribute of perimeter from the attribute of area by analyzing rectangles with the same perimeter and different areas or with the same area and different perimeters.

Unit Learning Targets

NJSLS Standards:

- 3.M.A.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
  - 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- 3.M.A.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
  - 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.[7]
    - 6 Excludes compound units such as cm 3 and finding the geometric volume of a container.
    - 7 Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).
- 3.M.B.3 Recognize area as an attribute of plane figures and understand concepts of area measurement.
  - a. 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.
  - b. 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.[2]
    - 2 Students need not use formal terms for these properties.
- 3.G.A.1 Reason with shapes and their attributes.
  - 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- 3.M.C.6 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
  - 8. 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.
- 3.M.B.5 Relate area to the operations of multiplication and addition.
  - b. 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *:*

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- W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Unit Essential Questions:

- How can time, capacity, and mass be measured and found?
- How can two-dimensional shapes be described, analyzed, and classified?
- How can the perimeter be measured and found?

Unit Enduring Understandings:

- Telling time, understanding volume and weighing objects are life skills.
- Using attributes of sides and angles we are able to classify shapes.
- Perimeter is one dimensional. It is the measurement of the outside of a figure.

Students will know:

- elapsed time, am, pm
- time interval
- capacity (liquid volume)
- milliliter (mL), liter (L)
- mass, gram (g), kilogram (kg)
- polygon, side, quadrilateral, angle, vertex
- trapezoid, parallel sides, parallelogram, rectangle, right angle, rhombus, square
- convex, concave
- perimeter, equilateral triangle

Students will be able to:

- find and measure time, capacity, and mass
- describe, analyze and classify two-dimensional shapes
- find and measure perimeter

Stage 2 Assessment Evidence

Summative Assessments:

- End of Topic Performance Assessments - enVisionmath2.0

- End of Topic Assessments - enVisionmath 2.0

Formative Assessments:

- Individual Lesson Quick Checks
- Teacher observation & conferring
- iReady
- Khan Academy

Common Benchmark Assessments:

- iReady EOY assessment

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Model Lesson Format)*	***Timeframe*** *(Days or Weeks)*
(Number Only)		*Topics 14-16*	*Days*
3.M.A.1 *3.M.A.2* *3.MP.1-8*	• Show and tell time to the nearest minute using analog and digital clocks. • Tell and write time to the nearest minute and measure time intervals in minutes. • Solve word problems (+ /-) to measure quantities of time. • Use standard units to estimate liquid volume. • Use standard units to estimate the masses of solid objects. • Use a pan balance with metric weights to measure the mass of objects in grams and kilograms. • Use pictures to help solve problems about mass and volume. • Make sense of quantities and relationships in problems.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	9 + 2 (intro & assessment)
3.G.A.1 *3.DL.B.3* *3.MP.1-8*	• Identify quadrilaterals and use attributes to describe them. • Classify shapes according to their attributes. • Analyze and compare quadrilaterals and group them by their attributes. • Solve math problems with precision and efficiency with appropriate tools and vocab.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes	4 + 2 (intro & assessment)

		• Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	
3.M.C.6 *3.M.B.5* *3.MP.1-8*	• Find the perimeter of polygons. • Find the perimeter of different polygons with common shapes. • Use the given sides of a polygon and the known perimeter to find the unknown side length. • Understand the relationship of shapes with the same perimeter and different areas. • Understand the relationship of shapes with the same area and different perimeters. • Understand the relationship between numbers in order to simplify and solve problems involving perimeter.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	6 + 2 (intro & assessment)

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chromebooks, iReady	
number lines	
centimeter grid paper	
coordinate grids,	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
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