



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: Math Grade 3rd

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic Number and Operations in Base 10	Unit/Topic Operations with Algebraic Thinking
<p>3.NBT.1 : Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>3.NBT.2: Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>	<p>Identify Common Core Standards</p> <ul style="list-style-type: none"> • 3.OA.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.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.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. <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>Moved from 5th grade to 3rd:</p> <ul style="list-style-type: none"> • Students will use properties of numbers for written and mental computation.

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Addition, Subtraction, Place Value	Addition, Subtraction, Place Value	Addition, Subtraction, Place Value	Interpret products of whole numbers	Quotients	Quotients
<p>I CAN STATEMENTS:</p> <p>I can use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>I can fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I CAN STATEMENTS:</p> <p>I can use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>I can fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I CAN STATEMENTS:</p> <p>I can use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>I can fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I CAN STATEMENTS:</p> <p>I can interpret products of whole numbers (e.g. interpret 5×7 as 5 groups of 7 objects each.)</p>	<p>I CAN STATEMENTS:</p> <p>I can interpret whole number quotients as the number of objects in each share (e.g. $56 / 8$ when 56 objects are divided equally into 8 groups).</p>	<p>I CAN STATEMENTS:</p> <p>I can use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities.</p>

<p>Critical Vocabulary</p> <p>Compare Place Value Digits Order</p>	<p>Critical Vocabulary</p> <p>Properties of Addition Rounding Estimate Sum Addends</p>	<p>Critical Vocabulary</p> <p>Fact Families Difference</p>	<p>Critical Vocabulary</p> <p>Multiply, whole number, digit, multiple, place value, properties of operations, associative, commutative property</p>	<p>Critical Vocabulary</p> <p>Divisor Dividend Quotient Remainder</p>	<p>Critical Vocabulary</p> <p>Multiply, whole number, digit, multiple, place value, properties of operations, associative, commutative property, divisor, dividend, quotient, remainder</p>
<p>Suggested Strategies/Activities</p> <p>Students will be given a set of numbers they will identify the underlined number place value rounding the number to the nearest 10 or 100.</p>	<p>Suggested Strategies/Activities</p> <p>Students will fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction</p>	<p>Suggested Strategies/Activities</p> <p>Students will fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction</p>	<p>Suggested Strategies/Activities</p> <p>Use arrays to show multiplication as repeated addition</p> <p>Use patterns to find the product</p>	<p>Suggested Strategies/Activities</p> <p>Use counters to show equal groups and a remainder</p> <p>Use repeated subtraction to divide</p>	<p>Suggested Strategies/Activities</p> <p>Use arrays to show multiplication as repeated addition</p> <p>Use patterns to find the product</p> <p>Use counters to show equal groups and a remainder</p> <p>Use repeated subtraction to divide</p>

<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p align="center">Resources Needed</p> <p>Place Value Chart, Base 10 blocks, textbook Crosswalk Coach Buckle Down</p>	<p align="center">Resources Needed</p> <p>Place Value Chart, Base 10 blocks, textbook Crosswalk Coach Buckle Down</p>	<p align="center">Resources Needed</p> <p>Place Value Chart, Base 10 blocks, textbook Crosswalk Coach Buckle Down</p>	<p align="center">Resources Needed</p> <p>EnVision Math Series Software www.educationcity.com www.studyisland.com www.coolmath.com</p>	<p align="center">Resources Needed</p> <p>EnVision Math Series Software www.educationcity.com www.studyisland.com www.coolmath.com</p>	<p align="center">Resources Needed</p> <p>EnVision Math Series Software www.educationcity.com www.studyisland.com www.coolmath.com</p>

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Weeks 7-9	Weeks 10-12
<p style="text-align: center;">Unit/Topic Operations with Algebraic Thinking</p>	<p style="text-align: center;">Unit/Topic Operations and Algebraic Thinking</p>
<p>Identify Common Core Standards</p> <p>3. OA.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></p> <p>3.OA.5. Apply properties of operations as strategies to multiply and divide.² <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></p> <p>3.OA.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></p> <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>Moved from 5th grade to 3rd: Combine commutative and associative properties to rearrange multiplication exercises such as $4 \times (7 \times 5)$ which can be rearranged a $(4 \times 5) \times 7$ to simplify the multiplication.</p>	<p>Identify Common Core Standards</p> <p>3.OA.7. Fluently 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.</p> <p>3.OA.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.</p> <p>3.OA.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></p> <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>Moved from grade 3 to 2nd:</p> <ul style="list-style-type: none"> • Skip –count by 5’s, 10’s, and 100’s. • Odd and even numbers to 20 are introduced.

CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unknown	Operations	Unknowns & Operations	Multiplication & Division	Equations & Variables	Properties & Operations
<p>I CAN STATEMENTS:</p> <p>I can determine the unknown whole number in a multiplication or division equation relating three whole numbers. $8 \times ? = 48$</p>	<p>I CAN STATEMENTS:</p> <p>I can apply properties of operations as strategies to multiply and divide (commutative, associative, and distributive properties)</p>	<p>I CAN STATEMENTS:</p> <p>I can understand division as an unknown factor problem. (32/8 by finding the number that makes 32 when multiplied by 8.)</p>	<p>I CAN STATEMENTS:</p> <p>I can fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division.</p>	<p>I CAN STATEMENTS:</p> <p>I can solve two step word problems using the four operations and represent these equations with a variable.</p>	<p>I CAN STATEMENTS:</p> <p>I can identify arithmetic patterns and explain those using properties and operations.</p>
<p>Critical Vocabulary</p> <p>Multiply, whole number, digit, multiple, place value, properties of operations, associative, commutative property</p>	<p>Critical Vocabulary</p> <p>Multiply, whole number, digit, multiple, place value, properties of operations, associative, commutative property</p>	<p>Critical Vocabulary</p> <p>Multiply, whole number, digit, multiple, place value, properties of operations, associative, commutative property</p>	<p>Critical Vocabulary</p> <p>Factors Product Dividend Divisor Quotient Remainder</p>	<p>Critical Vocabulary</p> <p>Equation Variable</p>	<p>Critical Vocabulary</p> <p>Pattern</p>

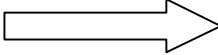
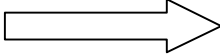
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<p>Use counters to show equal groups to find the unknown factor.</p> <p>Break apart numbers- Use Lesson 3.4 from 4th grade book.</p>	<p>Model how to multiply using the properties of multiplication with counters and arrays.</p>	<p>Model with counters and arrays that multiplication is the inverse operation of division.</p>	<p>Use repeated addition To multiply Use arrays to multiply and divide</p>	<p>Draw a picture to find the unknown number</p>	<p>Use shapes or blocks to continue a repeated pattern.</p> <p>Use number lines to extend a pattern and to determine the rule for the pattern.</p> <p>Use a function table to continue a pattern and to determine the rule for the pattern.</p>
<p>Balanced Assessment: Formative Classroom discussion, exit slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p>	<p>Balanced Assessment: Formative Classroom discussion, exit slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p>	<p>Balanced Assessment: Formative Classroom discussion, exit slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p>	<p>Balanced Assessment: Formative Classroom discussion, exit slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p>	<p>Balanced Assessment: Formative Classroom discussion, exit slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p>	<p>Balanced Assessment: Formative Classroom discussion, exit slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p>

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Weeks 13-15	Weeks 16-18
<p style="text-align: center;">Unit/Topic Number and Operations in Base 10</p>	<p style="text-align: center;">Unit/ Topic Geometry</p>
<p>3.NBT.3: Multiply one digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>	<ul style="list-style-type: none"> • 3.G.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. <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>Identified Gap:</p> <p>Moved from grade 4 to Kindergarten:</p> <ul style="list-style-type: none"> ▪ Attributes of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes, triangular and rectangular prisms); apply these attributes to solve real-world problems. <p>Moved from 4th to 3rd:</p> <ul style="list-style-type: none"> • Attributes of two dimensional shapes and shapes that share attributes can define larger categories. <p>Moved from grade 3 to 1st:</p> <ul style="list-style-type: none"> • Three-dimensional shapes are introduced <p>Moved from 5th grade to 2nd:</p> <ul style="list-style-type: none"> • Faces and angles are introduced. <p>Moved from 6th grade to 3rd:</p> <ul style="list-style-type: none"> • Area models are used in 3rd grade and students relate them to multiplication to justify the area formula for a rectangle.

	<ul style="list-style-type: none"> • Geometric elements (classifying, shared attributes, quadrilaterals) • Picture and bar graphs(Venn diagrams and circle graphs not addressed in the new standards) <p>Moved from 7th grade to 2nd thru 6th grade:</p> <ul style="list-style-type: none"> • Describe and provide examples of elements of 2D & 3D figures
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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Multiplication	Multiplication	Multiplication	Common Attributes of Shapes	Quadrilaterals	Fractional/Equal units
<p>I CAN STATEMENTS:</p> <p>I can 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</p>	<p>I CAN STATEMENTS:</p> <p>I can 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</p>	<p>I CAN STATEMENTS:</p> <p>I can 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</p>	<p>I CAN STATEMENTS:</p> <p>I can understand that shapes in different categories (rhombuses, rectangles, and others) share attributes.</p>	<p>I CAN STATEMENTS:</p> <p>I can recognize rhombuses, rectangles, and squares as examples as quadrilaterals.</p>	<p>I CAN STATEMENTS:</p> <p>I can classify triangles based on their angle measure and length of sides.</p>

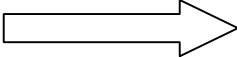
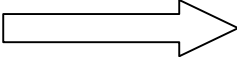
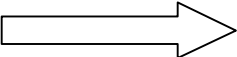
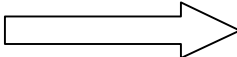
<p align="center">Critical Vocabulary</p> <p>Multiply, whole number, digit, multiple, place value, properties of operations, associative, commutative property</p>	<p align="center">Critical Vocabulary</p> <p>Multiply, whole number, digit, multiple, place value, properties of operations, associative, commutative property</p>	<p align="center">Critical Vocabulary</p> <p>Multiply, whole number, digit, multiple, place value, properties of operations, associative, commutative property</p>	<p align="center">Critical Vocabulary</p> <p>Polygon, Side, Vertex Triangle, Quadrilateral Pentagon, Hexagon Octagon, Trapezoid Parallelogram, Rectangle, Rhombus Square, equilateral triangle isosceles triangle scalene triangle right triangle acute triangle obtuse triangle</p>	<p align="center">Critical Vocabulary</p> 	<p align="center">Critical Vocabulary</p> 
<p align="center">Strategies/Activities</p> <p>Have students recognize that 90×9 can be viewed as a basic fact. Consider that $9 \times 9 = 81$, simply add the 0, the product of 90×9 would be 810. This is a mental math strategy.</p>	<p align="center">Strategies/Activities</p> <p>Have students recognize that 90×9 can be viewed as a basic fact. Consider that $9 \times 9 = 81$, simply add the 0, the product of 90×9 would be 810. This is a mental math strategy.</p>	<p align="center">Strategies/Activities</p> <p>Have students recognize that 90×9 can be viewed as a basic fact. Consider that $9 \times 9 = 81$, simply add the 0, the product of 90×9 would be 810. This is a mental math strategy.</p>	<p align="center">Strategies/Activities</p> <p>Use the number of sides and angles to classify the polygons. Use the length of sides to classify triangles. Use angles and the types of lines to classify quadrilaterals.</p> <p>*4th grade teaches lines, rays, and angles; however, may want to teach right angle and parallel lines to help make classification more meaningful.</p>	<p align="center">Strategies/Activities</p> <p>Use the number of sides and angles to classify the polygons. Use the length of sides to classify triangles. Use angles and the types of lines to classify quadrilaterals.</p>	<p align="center">Strategies/Activities</p> <p>Use the number of sides and angles to classify the polygons. Use the length of sides to classify triangles. Use angles and the types of lines to classify quadrilaterals.</p>

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Weeks 19-21	Weeks 22-24
<p style="text-align: center;">Unit/Topic Geometry Cont./ Fractions</p>	<p style="text-align: center;">Unit/Topic Fractions</p>
<ul style="list-style-type: none"> • 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>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.</i> • 3.NF.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 $1/b$ • 3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>	<ul style="list-style-type: none"> • 3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <ul style="list-style-type: none"> a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, 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. Explain equivalence of fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; locate $\frac{4}{4}$ 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 with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g. by using a visual fraction model. <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Equal and Whole Parts	Fractions	Fractions	Equivalent Fractions	Equivalent Fractions	Equivalent Fractions
<p>I CAN STATEMENTS:</p> <p>I can partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>I can recognize that the equal parts (fraction) will form a whole when put together.</p>	<p>I CAN STATEMENTS:</p> <p>I can represent a fraction on a number line diagram by defining the interval from 0-1 as the whole and partition it into equal parts.</p> <p>I can write a decimal and a fraction for the same part of a whole.</p>	<p>I CAN STATEMENTS:</p> <p>I can represent a fraction on a number line diagram by marking off lengths .</p>	<p>I CAN STATEMENTS:</p> <p>I can understand two fractions as equivalent if they are the same size, or the same point on a number line.</p>	<p>I CAN STATEMENTS:</p> <p>I can recognize and generate simple and equivalent fractions and explain why the fractions are equivalent by using a visual fraction model.</p>	<p>I CAN STATEMENTS:</p> <p>I can compare two fractions with the same numerator or the same denominator by reasoning about their size using greater than, less than, or equal to.</p>
<p>Critical Vocabulary</p> <p>Fraction Equal Parts Interval Numerator Denominator</p>	<p>Critical Vocabulary</p> <p>Fraction Equal Parts Interval Numerator Denominator Decimals</p>	<p>Critical Vocabulary</p> <p>Fraction Equal Parts Interval Numerator Denominator</p>	<p>Critical Vocabulary</p> <p>Numerator Denominator Equivalent Point Number Line Model Compare (Greater than, Less than, Equal to)</p>	<p>Critical Vocabulary</p> <p>Numerator Denominator Equivalent Point Number Line Model Compare (Greater than, Less than, Equal to)</p>	<p>Critical Vocabulary</p> <p>Numerator Denominator Equivalent Point Number Line Model Compare (Greater than, Less than, Equal to)</p>

<p>Suggested Strategies/Activities</p> <p>Have students view a ruler and explain how fractions represent markings in between whole numbers. Show that when you have a $\frac{1}{2}$, half of that is a $\frac{1}{4}$, and half of that is a $\frac{1}{8}$, etc... This too will illustrate a similar process for representing fractions on the number line.</p> <p>Have students use fraction tiles or similar pieces to illustrate how parts come together to form a whole. For example, $\frac{1}{3}$, $\frac{1}{3}$, and $\frac{1}{3}$ when combined; forms a whole.</p>	<p>Suggested Strategies/Activities</p> <p>Lesson 13.1</p> 	<p>Suggested Strategies/Activities</p> 	<p>Suggested Strategies/Activities</p> <p>Have students use fraction tiles, “pieces”, etc, to determine equivalent fractions. Student can use this visual model to see that though the appearance is different, when compared, the amounts are equal as well as represent the same amount of/toward a whole.</p> <p>Example: Students will see that $\frac{3}{3}$ using thirds, represents the same about as $\frac{6}{6}$ using sixths. From this point; students continue, illustrating that $\frac{1}{3}$ is $\frac{2}{6}$, etc... The fractions are equivalent (represent the same amount).</p>	<p>Suggested Strategies/Activities</p> 	<p>Suggested Strategies/Activities</p> 

<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p align="center">Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
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Weeks 25-27	Weeks 28-30
Unit/Topic Measurement	Unit/Topic Measurement and Data (Area & Perimeter)
<ul style="list-style-type: none"> • 3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ 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.MD.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 <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>Moved from 5th grade to 3rd grade Students will apply standard units of measure to length, weight, temperature and liquid capacity.</p>	<ul style="list-style-type: none"> • 3.MD.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.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement. • 3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). • 3.MD.7. Relate area to the operations of multiplication and addition. <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Measurement of volume	Addition, Subtraction, Multiplication, Division	Standard Measurement	Perimeter and Area	Perimeter and Area	Perimeter and Area
<p>I CAN STATEMENTS:</p> <p>I can measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters</p>	<p>I CAN STATEMENTS:</p> <p>I can add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p>	<p>I CAN STATEMENTS:</p> <p>I can generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.</p>	<p>I CAN STATEMENTS:</p> <p>I can recognize perimeter as an attribute of plane figures and understand concepts of perimeter measurement.</p> <p>I can measure areas by counting square units</p>	<p>I CAN STATEMENTS:</p> <p>I can relate area to the operations of multiplication and division.</p> <p>I can find the area of a rectangle by multiplying the side lengths. ($A=L \times W$)</p>	<p>I CAN STATEMENTS:</p> <p>I can find the area of an irregular rectangle by incorporating addition and multiplication.</p>
<p>Critical Vocabulary</p> <p>Volume Mass Standard Unit</p>	<p>Critical Vocabulary</p> <p>Volume Mass Estimate Standard Units Product Quotient</p>	<p>Critical Vocabulary</p> <p>Data Measurement Length Ruler</p>	<p>Critical Vocabulary</p> <p>Data Measurement Length Ruler Attribute Plane figure Area perimeter Square units</p>	<p>Critical Vocabulary</p> <p>Area Length Width Regular polygons Irregular polygons Square unit</p>	<p>Critical Vocabulary</p> <p>Area Length Width Regular polygons Irregular polygons Square unit</p>

Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
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Weeks 31-33	Weeks 34-36
<p style="text-align: center;">Unit/Topic Measurement (Time & Graphs)</p>	<p style="text-align: center;">Unit/Topic Numbers and Operations Extension</p>
<ul style="list-style-type: none"> • 3.MD.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.MD.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. <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>Moved from 3rd grade to 1st grade</p> <ul style="list-style-type: none"> • Time to the nearest half hour. 	<ul style="list-style-type: none"> 3.OA.7. Fluently 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.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. 3.OA.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> <p style="text-align: center;">*Step up to 4th grade Common Core</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>

CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Time	Time Graphs	Graphs	Multiplication and Division	Multiplication and Division	Multiplication and Division
<p>I CAN STATEMENTS: I can tell and write time to the nearest minute and measure the time intervals in minutes. Solve word problems involving addition and subtraction involving addition and subtraction of time intervals in minutes.</p>	<p>I CAN STATEMENTS: I can tell and write time to the nearest minute and measure the time intervals in minutes. Solve word problems involving addition and subtraction involving addition and subtraction of time intervals in minutes.</p> <p>I can draw a picture and bar graph to represent data.</p>	<p>I CAN STATEMENTS: I can draw a picture and bar graph to represent data.</p> <p>I can solve word problems using information presented in a graph.</p>	<p>I CAN STATEMENTS: I can multiply using arrays, breaking apart and expanded algorithm.</p> <p>I can multiply 2 and 3 digit numbers by 1 digit.</p>	<p>I CAN STATEMENTS: I can multiply 2 and 3 digit numbers by 1 digit.</p> <p>I can estimate quotients.</p> <p>I can divide 2 digit numbers.</p>	<p>I CAN STATEMENTS: I can divide 2 digit numbers.</p> <p>I can divide with remainders.</p> <p>I can solve multiple step problems.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Intervals Minutes Hour	Intervals Minutes Hour Bar Graph Picture Graph Data	Bar Graph Picture Graph Data	Digits Multiply Factor Product	Digits Multiply Factor Product Divide Quotient Estimate	Divide Quotient Remainder

<p>Suggested Strategies/Activities Judy Clocks</p>	<p>Suggested Strategies/Activities Judy Clocks Conduct Data Collection (Survey) and graph results</p>	<p>Suggested Strategies/Activities Judy Clocks Conduct Data Collection (Survey) and graph results</p>	<p>Suggested Strategies/Activities Lessons 18.2, 18.3, 18.4, 18.5 18.6</p>	<p>Suggested Strategies/Activities Lessons 18.2, 18.3, 18.4, 18.5 18.6 19.1, 19.2, 19.3 19.4, 19.5, 19.</p>	<p>Suggested Strategies/Activities Lessons 19.1, 19.2, 19.3 19.4, 19.5, 19.</p>
<p>Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p>Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p>Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p>Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p>Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p>Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Classroom discussion, exit slips, questioning</p> <p>Summative</p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
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