

Quinton Township School District
English Language Arts Literacy- Math
Grade 3

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Addition & Subtraction Within 1,000/ Understanding Multiplication	Pacing:	45 Days
------------------------	---	--------------------	--	----------------	---------

Unit Summary: Students learn strategies to add and subtract whole numbers and decide if an answer is reasonable. Students use multiplication to find how many in all.

Objectives:

Students will be able to:

- Use the combine place value strategy to subtract
- Identify/describe whole number patterns & solve problems
- Round numbers to the nearest 10 or 100
- Use compatible numbers and rounding to estimate sums
- Use mental math strategies to find sums
- Use Commutative & Associative Properties of Addition
- Use the break apart strategy to add
- Use place value to add 3-digit numbers
- Use compatible numbers & rounding to estimate differences
- Use mental math strategies to find differences
- Use place value to subtract 3-digit numbers
- Use equal groups to find out how many in all
- Write addition & multiplication number sentences for a model
- Model & skip count on a number line to find out how many in all

Draw a diagram to solve 1- and 2-step problems
 Model with arrays
 Model the Commutative Property of Multiplication
 Identity/Zero Properties of Multiplication

Essential Questions:

How can you add and subtract whole numbers and decide if an answer is reasonable?
 How can you round numbers?
 How can you use multiplication to find how many in all?

Common Core State Standards/Learning Targets: 3.OA.D.9, 3.NBT.A.1, 3.NBT.A.2, 3.OA.D.8, 3.OA.A.1, 3.OA.A.3, 3.OA.B.5

Other standards covered: 8.1, 3-LS1-1, 3-LS2-1, 3-LS4-2, 3-L4-3, 9.2.4.A.4, 9.1.4.E.1, 9.1.4.E.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1.1 Identify/describe whole number patterns & solve problems Lesson 1.2 Round numbers to the nearest 10 or 100	Lesson 1.1 <u>GoMath! Chapter 1: Addition & Subtraction Within 1,000</u> Pgs. 5A-10 Lesson 1.2 Pgs. 11A-16 SOCCER BASH	Lesson 1.1 <u>GoMath! Chapter 1: Addition & Subtraction Within 1,000</u> Game Cards Workbook pgs. 5-8 Video Addition Table	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Personal Math Trainer online resource through

<p>Lesson 1.3 Use compatible numbers and rounding to estimate sums</p> <p>Lesson 1.4 Use mental math strategies to find sums</p> <p>Lesson 1.5 Use Commutative & Associative Properties of Addition</p> <p>Lesson 1.6 Use the break apart strategy to add</p> <p>Lesson 1.7 Use place value to add 3-digit numbers</p> <p>Lesson 1.8 Use compatible numbers & rounding to estimate differences</p> <p>Lesson 1.9 Use mental math strategies to find differences</p> <p>Lesson 1.10 Use place value to subtract 3-digit</p>	<p>Lesson 1.3 Pgs. 17A-22 SO MANY SEASHELLS!</p> <p>Lesson 1.4 Pgs. 23A-28 SO MANY SEASHELLS!</p> <p>Lesson 1.5 Pgs. 29A-34 SO MANY SEASHELLS!</p> <p>Lesson 1.6 Pgs. 35A-40 SO MANY SEASHELLS!</p> <p>Lesson 1.7 Pgs. 41A-46 SOCCER BASH</p> <p>Mid-Chapter Checkpoint Pgs. 47 & 48</p> <p>Lesson 1.8 Pgs. 49A-54 MORE ACORNS!</p> <p>Lesson 1.9</p>	<p>Crayons Math Board</p> <p>Lesson 1.2 Game Cards Workbook pgs. 11-14 Video Base Ten Blocks Math Board SOCCER BASH</p> <p>Lesson 1.3 Game Cards Workbook pgs. 17-20 Smart Board Video Number Cubes Math Board SO MANY SEASHELLS!</p> <p>Lesson 1.4 Game Cards Workbook pgs.23-26 Smart Board Video Math Board SO MANY SEASHELLS!</p>	<p>ThinkCentral</p> <ul style="list-style-type: none"> ● Ixl.com for additional math practice ● MAP Testing online
--	---	---	--

<p>numbers</p> <p>Lesson 1.11 Use the combine place value strategy to subtract</p> <p>Lesson 1.12 Use the draw a diagram strategy to solve one- & two-step addition/subtraction problems</p> <p>Review all Chapter 1 Skills</p> <p>All Chapter 1 Skills</p> <p>Lesson 3.1 Use equal groups to find out how many in all</p> <p>Lesson 3.2 Write addition & multiplication number sentences for a model</p> <p>Lesson 3.3 Model & skip count on a number line to find out how many in all</p> <p>Mid-Chapter Checkpoint 3.1 – 3.3 Skills</p>	<p>Pgs. 55A-60 MORE ACORNS!</p> <p>Lesson 1.10 Pgs. 61A-66 MORE ACORNS!</p> <p>Lesson 1.11 Pgs. 67A-72 MORE ACORNS!</p> <p>Lesson 1.12 Pgs. 73A-78 MORE ACORNS!</p> <p>Chapter 1 Review Pgs. 79-84</p> <p>Chapter 1 Test, Part 1 Pgs. 84A&84B (1-45 – 1-47)</p> <p>Chapter 1 Test, Part 2 Pg. 84B (1-48 – 1-50)</p> <p>Lesson 3.1 <u>GoMath! Chapter 3 Understand Multiplication</u> Pgs. 139A-144 COLLECTIONS TIMES FOUR</p>	<p>Lesson 1.5 Game Cards Workbook pgs. 29-32 Smart Board Video Math Board SO MANY SEASHELLS!</p> <p>Lesson 1.6 Game Cards Workbook pgs. 35-38 Smart Board Video Math Board SO MANY SEASHELLS!</p> <p>Lesson 1.7 Game Cards Workbook pgs. 41-44 Smart Board Video Base Ten Blocks</p> <p>Game Cards Workbook pgs. 47 & 48</p> <p>Lesson 1.8</p>	
--	---	--	--

<p>Lesson 3.4 Draw a diagram to solve 1- and 2-step problems</p> <p>Lesson 3.5 Model with arrays</p> <p>Lesson 3.6 Model the Commutative Property of Multiplication</p> <p>Lesson 3.7 Identity/Zero Properties of Multiplication</p> <p>All Chapter 3 Skills</p>	<p>Lesson 3.2 Pgs. 145A-150 COLLECTIONS TIMES FOUR</p> <p>Lesson 3.3 Pgs. 151A-156 THE WORKSHOP</p> <p>Mid-Chapter Checkpoint Pgs. 157 & 158</p> <p>Lesson 3.4 Pages 159A-164 THE WORKSHOP</p> <p>Lesson 3.5 Pgs. 165A-170 COLLECTIONS TIMES FOUR</p> <p>Lesson 3.6 Pages 171A-176 HERE'S WHAT I DO</p> <p>Lesson 3.7 Pgs. 177A-182 HERE'S WHAT I DO</p> <p>Chapter 3 Review Day 1, pgs. 183-185</p>	<p>Game Cards Workbook pgs. 49-52 Smart Board Video Math Board MORE ACORNS!</p> <p>Lesson 1.9 Game Cards Workbook pgs. 55-58 Smart Board Video Math Board MORE ACORNS!</p> <p>Lesson 1.10 Game Cards Workbook pgs. 61-64 Smart Board Video Math Board MORE ACORNS!</p> <p>Lesson 1.11 Game Cards Workbook pgs. 67-70 Smart Board Video Math Board MORE ACORNS!</p>	
--	--	--	--

	<p>Chapter 3 Review Day 2, pgs. 186-188</p> <p>Chapter 3 Test Part 1, pgs. 188A & 188B (3-19 – 3-21)</p> <p>Chapter 3 Test Part 2, pg. 188B (3-22 – 3-24)</p>	<p>Lesson 1.12 Game Cards Workbook pgs. 73-76 Smart Board Video Math Board MORE ACORNS!</p> <p>Chapter 1 Review Workbook pgs. 79-84</p> <p>Chapter 1 Test, Part 1</p> <p>Chapter 1 Test, Part 2</p> <p>Lesson 3.1 <u>GoMath! Chapter 3</u> <u>Understand</u> <u>Multiplication</u> Game Cards Workbook pgs. 139-142 Smart Board Video Counters COLLECTIONS TIMES FOUR</p>	
--	---	--	--

		<p>Lesson 3.2 Game Cards Workbook pgs. 145-148 Smart Board Video Counters COLLECTIONS TIMES FOUR</p> <p>Lesson 3.3 Game Cards Workbook pgs. 151-154 Smart Board Video Counters THE WORKSHOP</p> <p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 157 & 158</p> <p>Lesson 3.4 Game Cards Workbook pgs. 159-162</p>	
--	--	---	--

		<p>Smart Board Video Math Board THE WORKSHOP</p> <p>Lesson 3.5 Game Cards Workbook pgs. 165-168 Smart Board Video Math Board Square Tiles COLLECTIONS TIMES FOUR</p> <p>Lesson 3.6 Game Cards Workbook pgs. 171-174 Smart Board Video Math Board Square Tiles HERE'S WHAT I DO</p> <p>Lesson 3.7 Game Cards Workbook pgs. 177-180 Smart Board</p>	
--	--	---	--

		Vocabulary Cards Video Math Board HERE'S WHAT I DO Chapter 3 Review Game Cards Workbook pgs. 183-185 Game Cards Workbook pgs. 186-188 Chapter 3 Test, Part 1 Chapter 3 Test, Part 2	
--	--	---	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Daily workbook pages practice, daily homework practice, exit slips, ThinkCentral Personal Math Trainer data, quizzes, and chapter tests</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Fall MAP Math assessments; Chapter tests</p> <p>Suggested skills to be assessed: Add whole numbers within 1,000, subtract whole numbers within 1,000, round and estimate numbers, and multiplication</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">● Create rubrics/allow students to assist with task, so that all are aware of expectations.● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
--	--	--	--

--	--	--	--

**Quinton Township School District
Math
Grade 3**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Multiplication and Division Facts & Strategies	Pacing:	45 Days
------------------------	---	--------------------	--	----------------	---------

Unit Summary: Students learn strategies to use to multiply and divide. Students use multiplication and division facts, place value, and properties to solve multiplication and division problems.

Objectives:

Students will be able to:
 Multiply with 2, 4, 5, 10, 3, 6, 7, 8, and 9 factors
 Break apart arrays (Distributive Property)
 Use the Associative Property of Multiplication

Solve problems by using patterns on a Multiplication Table
Make a table to solve multiplication problems
Understand how number patterns work in multiplication
Synthesize array skills and concepts to find unknown number
Solve multiplication problems by using draw a diagram strategy
Use base-ten blocks, number line, or place value to multiply with multiples of 10
Multiply multiples of 10 by 1-digit numbers
Solve division problems using the strategy act it out.
Use models to explore the meaning of partitive (sharing) division
Use models to explore the meaning of quotative (measurement) division
Model division by using equal groups and bar models
Use repeated subtraction and a number line to relate subtraction to division
Model division by using arrays
Use bar models and arrays to relate multiplication and division as inverse operations
Write related multiplication and division facts
Divide using the rules for 1 and 0
Divide by 2, 10, 5, 3, 4, 6, 7, 8, and 9
Solve 2-step problems
Use the order of operations to solve problems

Essential Questions:

What strategies can you use to multiply?
How can you use multiplication facts, place value, and properties to solve multiplication problems?
How can you use division to find how many in each group or how many equal groups?
What strategies can you use to divide?

Common Core State Standards/Learning Targets: 3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.A.7, 3.OA.B.5, 3.OA.B.6, 3.OA.C.3

3.OA.C.4, 3.OA.C.7, 3.OA.D.8, 3.OA.D.9, 3.NBT.A.3

Other standards covered: 8.1, 3-LS-1, 3-LS2-1, 9.2.4.A.4, 9.1.2.E.1, 9.1.4.E.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 4.1 Multiply w/2 & 4</p> <p>Lesson 4.2 Multiply w/ 5 & 10</p> <p>Lesson 4.3 Multiply w/3 & 6</p> <p>Lesson 4.4 Break apart arrays (Distributive Property)</p> <p>Lesson 4.5 Multiply w/7</p> <p>Mid-Chapter Checkpoint 4.1 – 4.5 Skills</p> <p>Lesson 4.6 Associative Property of Multiplication</p>	<p>Lesson 4.1 <u>GoMath! Chapter 4 Multiplication Facts & Strategies</u> Pgs. 191A-196 COLLECTIONS TIMES FOUR</p> <p>Lesson 4.2 Pgs. 197A-202 COLLECTIONS TIMES FOUR</p> <p>Lesson 4.3 Pgs. 203A-208 HERE'S WHAT I DO</p> <p>Lesson 4.4 Pgs. 209A-214 COLLECTIONS TIMES FOUR</p> <p>Lesson 4.5 Pgs. 215A-220 PARTY PLANS BY THE</p>	<p>Lesson 4.1 <u>GoMath! Chapter 4 Multiplication Facts & Strategies</u> Game Cards Workbook pgs. 191-194 Smart Board Video Math Board COLLECTIONS TIMES FOUR</p> <p>Lesson 4.2 Game Cards Workbook pgs. 197-200 Smart Board Video Math Board Multiplication Table COLLECTIONS</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Personal Math Trainer online resource through ThinkCentral ● Ixl.com for additional math practice ● MAP Testing online

<p>Lesson 4.7 Patterns on a Multiplication Table</p> <p>Lesson 4.8 Multiply w/8</p> <p>Lesson 4.9 Multiply w/9</p> <p>Lesson 4.10 Make a table to solve multiplication problems</p> <p>Chapter Review All Chapter 4 Skills</p> <p>Chapter Test All Chapter 4 Skills</p> <p>Lesson 5.1 Understand how number patterns work in multiplication</p> <p>Lesson 5.2 Synthesize array skills and concepts to find unknown number</p> <p>Lesson 5.3 Solve multiplication problems by</p>	<p>NUMBERS!</p> <p>Mid-Chapter Checkpoint Pgs. 221 & 222</p> <p>Lesson 4.6 Pgs. 223A-228 HERE'S WHAT I DO</p> <p>Lesson 4.7 Pgs. 229A-234 HERE'S WHAT I DO</p> <p>Lesson 4.8 Pgs. 235A-240 PARTY PLANS BY THE NUMBERS!</p> <p>Lesson 4.9 Pgs. 241A-246 THE WORKSHOP</p> <p>Lesson 4.10 Pgs. 247A-252 THE WORKSHOP</p> <p>Chapter 4 Review Day 1 Pgs. 253-255</p>	<p>TIMES FOUR</p> <p>Lesson 4.3 Game Cards Workbook pgs. 203-206 Smart Board Video Math Board HERE'S WHAT I DO</p> <p>Lesson 4.4 Game Cards Workbook pgs. 209-212 Smart Board Video Math Board Square Tiles COLLECTIONS TIMES FOUR</p> <p>Lesson 4.5 Game Cards Workbook pgs. 215-218 Smart Board Video Math Board</p>	
--	--	--	--

<p>using draw a diagram strategy</p> <p>Mid-Chapter Checkpoint 5.1-5.3 Skills</p> <p>Lesson 5.4 Use base-ten blocks, number line, or place value to multiply with multiples of 10</p> <p>Lesson 5.5 Multiply multiples of 10 by 1-digit numbers</p> <p>Chapter Review 5.1-5.5 Skills</p> <p>Chapter test All Chapter 5 Skills</p> <p>Lesson 6.1 Solve division problems using the strategy act it out.</p> <p>Lesson 6.2 Use models to explore the meaning of partitive (sharing) division</p> <p>Lesson 6.3</p>	<p>Chapter 4 Review Day 2 Pgs. 256-258</p> <p>Chapter 4 Test Day 1</p> <p>Chapter 4 Test Day 2 Lesson 5.1 <u>GoMath! Chapter 5 Use Multiplication Facts</u> Pgs. 261A-264 Multiplication Bingo</p> <p>Lesson 5.2 Workbook pgs. 267A-270 THE HOMEWORK TABLE</p> <p>Lesson 5.3 Workbook pgs. 275A-278 THE HOMEWORK TABLE</p> <p>Mid-Chapter Checkpoint Pgs. 272-274</p> <p>Lesson 5.4 Workbook pgs. 281A-284 THE HOMEWORK TABLE</p>	<p>Square Tiles PARTY PLANS BY THE NUMBERS!</p> <p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 221 & 222</p> <p>Lesson 4.6 Game Cards Workbook pgs. 223-226 Smart Board Video Math Board HERE'S WHAT I DO</p> <p>Lesson 4.7 Game Card pgs. 229-232 Smart Board Video Math Board Yellow & Blue Crayons</p> <p>Lesson 4.8 Game Cards</p>	
--	---	--	--

Use models to explore the meaning of quotative (measurement) division	Lesson 5.5 Workbook pgs. 286A-290	Workbook pgs. 235-238 Smart Board Video	
Lesson 6.4 Model division by using equal groups and bar models	Chapter 5 Review Day 1 Workbook pgs. 293-295	Math Board PARTY PLANS BY THE NUMBERS!	
Lesson 6.5 Use repeated subtraction and a number line to relate subtraction to division	Chapter 5 Review Day 2 Workbook pgs. 296-298	Lesson 4.9 Game Cards Workbook pgs. 241-244 Smart Board Video	
Mid-Chapter Checkpoint 6.1 – 6.5 Skills	Chapter 5 Test Day 1	Math Board THE WORKSHOP	
Lesson 6.6 Model division by using arrays	Chapter 5 Test Day 2		
Lesson 6.7 Use bar models and arrays to relate multiplication and division as inverse operations	Lesson 6.1 <u>GoMath! Chapter 6 Understand Division</u> Workbook pgs. 301A-304 SPORTS CAMP	Lesson 4.10 Game Cards Workbook pgs. 247-250 Smart Board Video Math Board THE WORKSHOP	
Lesson 6.8 Write related multiplication and division facts	Lesson 6.2 Workbook pgs. 307A-310 SPORTS CAMP		
Lesson 6.9 Divide using the rules for 1 and 0	Lesson 6.3	Chapter Review Game Cards Workbook pgs.	

Chapter Review 6.1-6.9 Skills	Workbook pgs. 313A-316 SPORTS CAMP	253-255 Chapter Test Chapter 4 Test	
Chapter Test 6.1-6.9 Skills	Lesson 6.4 Workbook pgs. 319A-322 COREY'S COOKIE CAPER	Lesson 5.1 <u>GoMath! Chapter 5</u> <u>Use Multiplication</u> <u>Facts</u>	
Lesson 7.1 Divide by 2	Lesson 6.5 Workbook pgs. 325A-328 COREY'S COOKIE CAPER	Game Cards Workbook pgs. 261-264	
Lesson 7.2 Divide by 10	Mid-Chapter Checkpoint Workbook pgs. 331-332	Smart Board Video	
Lesson 7.3 Divide by 5	Lesson 6.6 Workbook pgs. 333A-336 THE GARDEN FENCE	Math Board PARTY PLANS BY THE NUMBERS!	
Lesson 7.4 Divide by 3	Lesson 6.7 Workbook pgs. 339A-342 THE HOMEWORK TABLE	Lesson 5.2 Game Cards Workbook pgs. 267-270	
Lesson 7.5 Divide by 4	Lesson 6.8 Workbook pgs. 345A-348 THE HOMEWORK TABLE	Smart Board Video	
Lesson 7.6 Divide by 6	Lesson 6.9 Workbook pgs. 351A-354	Math Board THE HOMEWORK TABLE	
Mid-Chapter Checkpoint 7.1-7.6 Skills			
Lesson 7.7		Lesson 5.3	

<p>Divide by 7</p> <p>Lesson 7.8 Divide by 8</p> <p>Lesson 7.9 Divide by 9</p> <p>Lesson 7.10 2-Step Problems</p> <p>Lesson 7.11 Order of Operations</p> <p>Chapter Review 7.1-7.11 Skills</p> <p>Chapter Test 7.1-7.11 Skills</p>	<p>THE GARDEN FENCE</p> <p>Chapter 6 Review Day 1 Workbook pgs. 357-359</p> <p>Chapter 6 Review Day 2 Workbook pgs. 360-362</p> <p>Chapter 6 Chapter Test Day 1</p> <p>Chapter 6 Chapter Test Day 2</p> <p>Lesson 7.1 <u>GoMath! Chapter 7 Division Facts & Strategies</u> Workbook pages 365-368 COREY'S COOKIE CAPER</p> <p>Lesson 7.2 Workbook pages 371-374 COREY'S COOKIE CAPER</p> <p>Lesson 7.3 Workbook pages 377-380 COREY'S COOKIE CAPER</p>	<p>Game Cards Workbook pgs. 275-278 Smart Board Video Math Board THE HOMEWORK TABLE</p> <p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 272-274</p> <p>Lesson 5.4 Game Cards Workbook pgs. 281-284 Smart Board Base-ten blocks Video Math Board THE HOMEWORK TABLE</p> <p>Lesson 5.5 Game Cards Workbook pgs. 286-290</p>	
--	--	--	--

	<p>Lesson 7.4 Workbook pages 383-386 COREY'S COOKIE CAPER</p> <p>Lesson 7.5 Workbook pages 389-392 THE GARDEN FENCE</p> <p>Lesson 7.6 Workbook pages 395-398 ON THE MENU</p> <p>Mid-Chapter Checkpoint Workbook pgs. 401-402</p> <p>Lesson 7.7 Workbook pages 403-406 ON THE MENU</p> <p>Lesson 7.8 Workbook pages 409-412 THE GARDEN FENCE</p> <p>Lesson 7.9 Workbook pages 415-418 THE GARDEN FENCE</p> <p>Lesson 7.10</p>	<p>Smart Board Video Math Board THE HOMEWORK TABLE Chapter Review Game Cards Workbook pgs. 293-298</p> <p>Chapter test Chapter 5 Test</p> <p>Lesson 6.1 GoMath! Chapter 6 Understand Division Game Cards Workbook pgs. 301-304 Smart Board Counters Video Math Board Multiplication Table SPORTS CAMP</p> <p>Lesson 6.2 Game Cards Workbook pgs.</p>	
--	--	--	--

	<p>Workbook pages 421-424 THE GARDEN FENCE</p> <p>Lesson 7.11 Workbook pages 427-430 THE GARDEN FENCE</p> <p>Chapter 7 Review Workbook pages 433, 435 & 437</p> <p>Chapter 7 Test</p>	<p>307-310 Smart Board Counters Video Math Board Multiplication Table SPORTS CAMP</p> <p>Lesson 6.3 Game Cards Workbook pgs. 307-310 Smart Board Counters Video Math Board Multiplication Table SPORTS CAMP</p> <p>Lesson 6.4 Game Cards Workbook pgs. 319-322 Smart Board Counters Video Math Board Multiplication Table COREY'S COOKIE</p>	
--	---	--	--

		<p>CAPER</p> <p>Lesson 6.5 Game Cards Workbook pgs. 325-328 Smart Board Counters Video Math Board Multiplication Table COREY'S COOKIE CAPER</p> <p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 331-332</p> <p>Lesson 6.6 Game Cards Workbook pgs. 333-336 Smart Board Counters Video Math Board Multiplication Table</p>	
--	--	--	--

		<p>THE GARDEN FENCE</p> <p>Lesson 6.7 Game Cards Workbook pgs. 339-342 Smart Board Counters Video</p> <p>Lesson 6.8 Game Cards Workbook pgs. 345-348 Smart Board Counters Video Math Board Multiplication Table THE HOMEWORK TABLE</p> <p>Lesson 6.9 Game Cards Workbook pgs. 351-354 Smart Board Counters</p>	
--	--	--	--

		<p>Video Math Board Multiplication Table THE GARDEN FENCE</p> <p>Chapter Review Game Cards Workbook pgs. 357-362</p> <p>Chapter Test Chapter 6 Chapter Test</p> <p>Lesson 7.1 <u>GoMath! Chapter 7</u> <u>Division Facts &</u> <u>Strategies</u> Game Cards Workbook pgs. 385-368 Smart Board Counters Video Math Board Multiplication Table COREY'S COOKIE CAPERS</p>	
--	--	--	--

		<p>Lesson 7.2 Game Cards Workbook pgs. 371-374 Smart Board Counters Video Math Board Multiplication Table COREY'S COOKIE CAPERS</p> <p>Lesson 7.3 Game Cards Workbook pgs. 377-380 Smart Board Counters Video Math Board Multiplication Table COREY'S COOKIE CAPER</p> <p>Lesson 7.4 Game Cards Workbook pgs. 383-386 Smart Board</p>	
--	--	---	--

		<p>Counters Video Math Board Multiplication Table COREY'S COOKIE CAPER Lesson 7.5 Game Cards Workbook pgs. 389-392 Smart Board Counters Video Math Board Multiplication Table THE GARDEN FENCE</p> <p>Lesson 7.6 Game Cards Workbook pgs. 395-398 Smart Board Counters Video Math Board Multiplication Table ON THE MENU</p>	
--	--	--	--

		<p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 401-402</p> <p>Lesson 7.7 Game Cards Workbook pgs. 403-406 Smart Board Counters Video Math Board Multiplication Table ON THE MENU</p> <p>Lesson 7.8 Game Cards Workbook pgs. 409-412 Smart Board Counters Video Math Board Multiplication Table THE GARDEN FENCE</p>	
--	--	---	--

		<p>Lesson 7.9 Game Cards Workbook pgs. 415-418 Smart Board Counters Video Math Board Multiplication Table THE GARDEN FENCE</p> <p>Lesson 7.10 Game Cards Workbook pgs. 421-424 Smart Board Counters Video Math Board Multiplication Table THE GARDEN FENCE</p> <p>Lesson 7.11 Game Cards Workbook pgs. 427-430 Smart Board</p>	
--	--	--	--

		<p>Counters Video Math Board Multiplication Table THE GARDEN FENCE Chapter Review Game Cards Workbook pgs. 433, 435 & 437</p> <p>Chapter Test Game Cards Chapter 7 Test</p>	
--	--	--	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Daily workbook pages practice, daily homework practice, exit slips, ThinkCentral Personal Math Trainer data, quizzes, and chapter tests</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Winter MAP Math assessments; Chapter tests</p> <p>Suggested skills to be assessed: Multiplication facts, Division facts, solving multiplication and division word problems, solving 2-step problems</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

<p>point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
--	--	--	--

**Quinton Township School District
Math
Grade 3**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Fractions/Perimeter and Area	Pacing:	45 Days
------------------------	---	--------------------	------------------------------	----------------	---------

Unit Summary: Students use fractions to describe how much or how many. Students understand how to compare fractions.

Objectives:

Students will be able to:

Identify equal parts of a whole/equal shares

Identify numerator and denominator

Locate fractions on a number line

Identify fractions greater than a whole number

Understand fractions of a group

Draw a diagram to solve fraction problems

Compare fractions with same numerator

Compare fractions with same denominator

Order fractions

Model equivalent fractions

Measure perimeter

Find the unknown length of a side of a polygon when you know its perimeter

Find area

Compare areas of rectangles that have the same perimeter
 Compare perimeters of rectangles that have the same area

Essential Questions:

How can you use fractions to describe how much/how many?
 How can you compare fractions?
 How can you solve problems involving perimeter and area?

Common Core State Standards/Learning Targets: 3.NF.A.1, 3.NF.A.2b, 3.NF.A.3a, 3.NF.A.3c, 3.NF.A.3d, 3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.7, 3.MD.C.7a, 3.MD.C.7b, 3.MD.C.7c, 3.MD.C.7d

Other standards covered: 8.1, 3-LS1-1, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 8.1 Equal Parts of a Whole/Equal Shares	Lesson 8.1 & 8.2 <u>GoMath! Chapter 8 Understand Fractions</u>	Lesson 8.1 Game Cards	<ul style="list-style-type: none"> ● Smart Board Applications
Lesson 8.2 Equal Parts of a Whole/Equal Shares	Workbook pages 443-446 & 449-452 PIZZA PARTS	Workbook pgs. 443-446 & 449-452	<ul style="list-style-type: none"> ● Google Applications
Lesson 8.3 Numerator & Denominator	Lesson 8.3 & 8.4 Workbook pages 455-458 & 461-464 PIZZA PARTS	Smart Board Video Math Board	<ul style="list-style-type: none"> ● Personal Math Trainer online resource through ThinkCentral
Lesson 8.4 Numerator & Denominator	Lesson 8.5	Fraction Circles Grid Paper PIZZA PARTS	<ul style="list-style-type: none"> ● Ixl.com for additional math

<p>Lesson 8.5 Fractions on a Number Line</p> <p>Mid-Chapter Checkpoint 8.1-8.5 Skills</p> <p>Lesson 8.6 Fractions Greater Than a Whole Number</p> <p>Lesson 8.7 Fractions of a Group</p> <p>Lesson 8.8 Fractions of a Group</p> <p>Lesson 8.9 Draw a Diagram to Solve Fraction Problems</p> <p>Chapter 8 Review 8.1-8.9 Skills</p> <p>Chapter 8 Test 8.1-8.9 Skills</p> <p>Lesson 9.2 Compare Fractions w/Same Denominator</p>	<p>Workbook pages 467-470 PIZZA PARTS</p> <p>Mid-Chapter Checkpoint Workbook pgs. 473-474</p> <p>Lesson 8.6 Workbook pages 475-478 THE WHOLE PICTURE</p> <p>Lesson 8.7 & 8.8 Workbook pages 481-484 & 487-490 THE WHOLE PICTURE</p> <p>Lesson 8.9 Workbook pages 493-496 THE WHOLE PICTURE</p> <p>Chapter 8 Review Workbook pages 499, 501 & 503</p> <p>Chapter 8 Test</p> <p>Lesson 9.2 <u>GoMath! Chapter 9 Compare Fractions</u> Workbook pages 513-516 THE WHOLE PICTURE</p>	<p>Lesson 8.2 Game Cards Workbook pgs. 443-446 & 449-452 Smart Board Video Math Board Fraction Circles Grid Paper PIZZA PARTS</p> <p>Lesson 8.3 Game Cards Workbook pgs. 455-458 & 461-464 Smart Board Video Math Board Fraction Circles Grid Paper PIZZA PARTS</p> <p>Lesson 8.4 Game Cards Workbook pgs. 455-458 & 461-464 Smart Board Video Math Board</p>	<p>practice</p>
--	--	---	-----------------

<p>Lesson 9.3 Compare Fractions w/Same Numerator</p> <p>Lesson 9.4 Strategies to Compare Fractions</p> <p>Mid-Chapter Checkpoint 9.1-9.4 Skills</p> <p>Lesson 9.5 Compare & Order Fractions</p> <p>Lesson 9.6 Model Equivalent Fractions</p> <p>Lesson 9.7 Model Equivalent Fractions</p> <p>Chapter 9 Review 9.1-9.7 Skills</p> <p>Chapter 9 Test 9.1-9.7 Skills</p> <p>Lesson 11.2 Measuring Perimeter</p>	<p>Lesson 9.3 Workbook pages 519-522 THE WHOLE PICTURE</p> <p>Lesson 9.4 Workbook pages 525-529 THE WHOLE PICTURE Mid-Chapter Checkpoint Workbook pgs. 531-532</p> <p>Lesson 9.5 Workbook pages 533-536 PIZZA PARTS</p> <p>Lesson 9. 6 & 9.7 Workbook pages 539-542 & 545-548 THE WHOLE PICTURE</p> <p>Chapter 9 Review Workbook pages 531, 533 & 535</p> <p>Chapter 9 Test</p> <p>Lesson 11.2 <u>GoMath! Chapter 11 Perimeter and Area</u> Workbook pages 631-636 JAMES' FRAMES</p>	<p>Fraction Circles Grid Paper PIZZA PARTS</p> <p>Lesson 8.5 Game Cards Workbook pgs. 467-470 Smart Board Video Math Board Fraction Circles Grid Paper PIZZA PARTS</p> <p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 473-474</p> <p>Lesson 8.6 Game Cards Workbook pgs. 475-478 Smart Board Video Math Board Fraction Circles</p>	
--	--	--	--

Lesson 11.3 Find the unknown side when given the perimeter	Lesson 11.3 Workbook pages 637-642 JAMES' FRAMES	Grid Paper THE WHOLE PICTURE	
Lesson 11.4 Finding Area	Lesson 11.4 Workbook pages 643-646 JAMES' FRAMES	Lesson 8.7 Game Cards Workbook pgs. 481-484 & 487-490	
Lesson 11.5 Finding the Area of a Plane Figure	Lesson 11.5 Workbook pages 649-652 JAMES' FRAMES	Smart Board Video	
Lesson 11.6 Multiplying to Find Area	Lesson 11.6 & 11.7 Workbook pages 655-658 & 663-667 JAMES' FRAMES	Math Board Fraction Circles Grid Paper	
Mid-Chapter Checkpoint 11.1-11.6 skills		THE WHOLE PICTURE	
Lesson 11.7 Multiplying to Find Area	Lesson 11.8 Workbook pages 669-674 JAMES' FRAMES	Lesson 8.8 Game Cards Workbook pgs. 481-484 & 487-490	
Lesson 11.8 Breaking Apart Figures to Find Area	Lesson 11.9 Workbook pages 675-680 JAMES' FRAMES	Smart Board Video	
Lesson 11.9 Compare areas of rectangles that have the same perimeter	Lesson 11.10 Workbook pages 681-686 JAMES' FRAMES	Math Board Fraction Circles Grid Paper	
Lesson 11.10 Compare perimeters of rectangles that have the same area	Chapter 11 Review	THE WHOLE PICTURE	
		Lesson 8.9	

<p>Chapter 11 Review All Chapter 11 skills</p> <p>Chapter 11 Test All Chapter 11 skills</p>	<p>Workbook pages 687-692</p> <p>Chapter 11 Test</p>	<p>Game Cards Workbook pgs. 493-496 Smart Board Video Math Board Fraction Circles Grid Paper THE WHOLE PICTURE</p> <p>Chapter 8 Review Game Cards Workbook pgs. 499, 501 & 503</p> <p>Chapter 8 Test Game Cards Chapter 8 Test</p> <p>Lesson 9.2 Game Cards Workbook pgs. 513-516 Smart Board Video Math Board Fraction Circles & Strips</p>	
---	--	--	--

		<p>Grid Paper THE WHOLE PICTURE</p> <p>Lesson 9.3 Game Cards Workbook pgs. 519-522 Smart Board Video Math Board Fraction Circles & Strips Grid Paper THE WHOLE PICTURE</p> <p>Lesson 9.4 Game Cards Workbook pgs. 525-529 Smart Board Video Math Board Fraction Circles & Strips Grid Paper THE WHOLE PICTURE</p>	
--	--	---	--

		<p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 531-532</p> <p>Lesson 9.5 Game Cards Workbook pgs. 533-536 Smart Board Video Math Board Fraction Circles & Strips Grid Paper PIZZA PARTS</p> <p>Lesson 9.6 Game Cards Workbook pgs. 513-516 Smart Board Video Math Board Fraction Circles & Strips Grid Paper THE WHOLE</p>	
--	--	--	--

		<p>PICTURE</p> <p>Lesson 9.7 Game Cards Workbook pgs. 513-516 Smart Board Video Math Board Fraction Circles & Strips Grid Paper THE WHOLE PICTURE</p> <p>Chapter 9 Review Game Cards Workbook pgs. 531, 533 & 535</p> <p>Chapter 9 Test Game Cards Chapter 9 Test</p> <p>Lesson 11.2 Game Cards Workbook pgs. 633-636 Smart Board</p>	
--	--	---	--

		<p>Video Math Board Grid Paper JAMES' FRAMES</p> <p>Lesson 11.3 Game Cards Workbook pgs. 637-642 Smart Board Video Math Board Grid Paper JAMES' FRAMES</p> <p>Lesson 11.4 Game Cards Workbook pgs. 643-646 Smart Board Video Math Board Grid Paper JAMES' FRAMES</p> <p>Lesson 11.5 Game Cards Workbook pgs. 649-652</p>	
--	--	--	--

		<p>Smart Board Video Math Board Grid Paper JAMES' FRAMES</p> <p>Lesson 11.6 Game Cards Workbook pgs. 655-658 Smart Board Video Math Board Grid Paper JAMES' FRAMES</p> <p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 661-662</p> <p>Lesson 11.7 Game Cards Workbook pgs. 663-667 Smart Board Video Math Board</p>	
--	--	--	--

		<p>Grid Paper JAMES' FRAMES</p> <p>Lesson 11.8 Game Cards Workbook pgs. 669-674 Smart Board Video Math Board Grid Paper JAMES' FRAMES</p> <p>Lesson 11.9 Game Cards Workbook pgs. 675-680 Smart Board Video Math Board Grid Paper JAMES' FRAMES</p> <p>Lesson 11.10 Game Cards Workbook pgs. 681-686 Smart Board Video</p>	
--	--	--	--

		Math Board Grid Paper JAMES' FRAMES Chapter 11 Review Game Cards Workbook pgs. 687-692 Chapter 11 Test Game Cards Chapter 11 Test	
--	--	--	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Daily workbook pages practice, daily homework practice, exit slips, ThinkCentral Personal Math Trainer data, quizzes, and chapter tests</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Chapter tests</p> <p>Suggested skills to be assessed: Identifying fractions, comparing fractions, finding area and perimeter, and solving word problems involving fractions, area, and perimeter</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
---	--	--	--

**Quinton Township School District
Math
Grade 3**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Time, Length, Liquid Volume, Mass/Represent and Interpret Data, /Two-Dimensional Shapes	Pacing:	45 Days
------------------------	---	--------------------	--	----------------	---------

Unit Summary: Students understand how to tell time and figure out elapsed time. Students learn how to represent and interpret data on bar graphs, tally tables, picture graphs, and line plots. Students also learn what are polygons and rules to identifying quadrilaterals.

Objectives:
Students will be able to:
Tell time to the nearest minute
Measure elapsed time

Find starting and ending times
Measure length to the nearest half or fourth inch and use measurement data to make a line plot
Estimate and measure liquid volume in liters
Estimate and measure mass in metric units
Solve problems about liquid volume and mass
Organize data in tables and solve problems by using the strategy make a table
Read and interpret data in a scaled picture graph
Draw a scaled picture graph to show data in a table
Read and interpret data in a scaled bar graph
Draw a scaled bar graph to show data in a table or picture graph
Solve one- and two-step compare problems using data represented in scaled bar
Read and interpret data in a line plot and use data to make a line plot
Identify and describe attributes of plane shapes
Describe angles in plane shapes
Identify polygons by the number of sides they have
Determine if lines and line segments are intersecting, perpendicular, or parallel
Describe, classify, and compare quadrilaterals based on their sides and angles
Describe and compare triangles based on the number of sides that have equal length and by their angles

Essential Questions:

How can you tell time and use measurement to describe the size of something?
How can you use the strategy make a table to organize data and solve problems?
What are some ways to describe two-dimensional shapes?

Common Core State Standards/Learning Targets: 3.MD.A.1, 3.MD.B.3, 3.MD.B.4, 3.G.A.1, 3.G.A.2

Other standards covered: [8.1](#), [3-LS4-1](#), [3-LS3-1](#), [3-LS3-2](#), [3-ESS2-1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 10.1 Telling Time; AM & PM</p> <p>Lesson 10.3 Measuring Elapsed Time</p> <p>Lesson 10.4 Finding Starting & Ending Times</p> <p>Mid-Chapter Checkpoint 10.1-10.4 Skills</p> <p>Lesson 10.6 Measure length to the nearest half or fourth inch and use measurement data to make a line plot</p> <p>Lesson 10.7 Estimate and measure liquid volume in liters</p> <p>Lesson 10.8 Estimate and measure mass in metric units</p>	<p>Lesson 10.1 & 10.2 <u>GoMath! Chapter 10 Time, Length, Liquid Volume, and Mass</u> Workbook pages 561-564 & 567-570 LATE FOR SCHOOL</p> <p>Lesson 10.3 Workbook pages 573-576 LATE FOR SCHOOL</p> <p>Lesson 10.4 Workbook pages 579-582 A WALK ON THE PATH</p> <p>Mid-Chapter Checkpoint Workbook pgs. 591-592</p> <p>Lesson 10.6 Workbook pages 593-598 A TRIP TO THE POND</p> <p>Lesson 10.7 Workbook pages 599-604 HOW HEAVY? HOW MUCH?</p>	<p>Lesson 10.1 <u>GoMath! Chapter 10 Time, Length, Liquid Volume, and Mass</u> Game Cards Workbook pgs. 561-564 & 567-570</p> <p>Smart Board Video Math Board Clocks LATE FOR SCHOOL</p> <p>Lesson 10.3 Game Cards Workbook pgs. 573-576 Smart Board Video Math Board Clocks LATE FOR SCHOOL</p> <p>Lesson 10.4</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Personal Math Trainer online resource through ThinkCentral ● Ixl.com for additional math practice ● PARCC online testing ● MAP online testing

<p>Lesson 10.9 Solve problems about liquid volume and mass</p> <p>Chapter 10 Review 10.1-10.9 skills</p> <p>PARCC Prep All 3rd Grade CCCS</p> <p>Lesson 2.1 Organize data in tables and solve problems by using the strategy make a table</p> <p>Lesson 2.2 Read and interpret data in a scaled picture graph</p> <p>Lesson 2.3 Draw a scaled picture graph to show data in a table</p> <p>Mid-Chapter Checkpoint 2.1-2.3 skills</p> <p>Lesson 2.4 Read and interpret data in a scaled bar graph</p>	<p>Lesson 10.8 Workbook pages 605-610 HOW HEAVY? HOW MUCH?</p> <p>Lesson 10.9 Workbook pages 611-616 HOW HEAVY? HOW MUCH?</p> <p>Chapter 10 Review Workbook pages 617-622</p> <p>PARCC REVIEW WORKBOOK</p> <p>Lesson 2.1 <u>GoMath! Chapter 2 Represent and Interpret Data</u> Workbook pages 87-90 DIEGO'S PERFECT FIT</p> <p>Lesson 2.2 Workbook pages 93-96 DIEGO'S PERFECT FIT</p> <p>Lesson 2.3 Workbook pages 99-102 DIEGO'S PERFECT FIT</p> <p>Mid-Chapter Checkpoint Workbook pgs. 105-106</p>	<p>Game Cards Workbook pgs. 579-582 Smart Board Video Math Board Clocks A WALK ON THE PATH</p> <p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 591-592</p> <p>Lesson 10.6 Game Cards Workbook pgs. 593-598 Smart Board Video Math Board Rulers A TRIP TO THE POND</p> <p>Lesson 10.7 Game Cards</p>	
---	--	--	--

<p>Lesson 2.5 Draw a scaled bar graph to show data in a table or picture graph</p> <p>Lesson 2.6 Solve one- and two-step compare problems using data represented in scaled bar</p> <p>Lesson 2.7 Read and interpret data in a line plot and use data to make a line plot</p> <p>Chapter 2 Review 2.1-2.7 Skills</p> <p>Chapter 2 Test 2.1-2.7 Skills</p> <p>Lesson 12.1 Identify and describe attributes of plane shapes</p> <p>Lesson 12.2 Describe angles in plane shapes</p> <p>Lesson 12.3 Identify polygons by the number of</p>	<p>Lesson 2.4 Workbook pgs. 107-110 THE CLASS TRIP</p> <p>Lesson 2.5 Workbook pgs. 113-116 THE CLASS TRIP</p> <p>Lesson 2.6 Workbook pgs. 119-122 THE CLASS TRIP</p> <p>Lesson 2.7 Workbook pgs. 125-128 DIEGO'S PERFECT FIT</p> <p>Chapter 2 Review Workbook pages 131-133</p> <p>Chapter 2 Review Workbook pages 134-136</p> <p>Chapter 2 Test</p> <p>Lesson 12.1 <u>GoMath! Chapter 12</u> <u>Two-Dimensional Shapes</u></p>	<p>Workbook pages 599-604 Smart Board Video Math Board Containers HOW HEAVY? HOW MUCH?</p> <p>Lesson 10.8 Game Cards Workbook pages 605-610 Smart Board Video Math Board Containers HOW HEAVY? HOW MUCH?</p> <p>Lesson 10.9 Game Cards Workbook pages 611-616 Smart Board Video Math Board Containers HOW HEAVY? HOW</p>	
---	---	--	--

sides they have	Workbook pgs. 697-700	MUCH?	
Lesson 12.4 Determine if lines and line segments are intersecting, perpendicular, or parallel	Lesson 12.2 Workbook pgs. 703-706	Chapter 10 Review Workbook pages 617-622	
Mid-Chapter Checkpoint 12.1-12.4 skills	Lesson 12.3 Workbook pgs. 709-712	PARCC Prep Game Cards Smart Board Math Boards Skill-Appropriate Manipulatives PARCC REVIEW WORKBOOK	
Lesson 12.5 Describe, classify, and compare quadrilaterals based on their sides and angles	Lesson 12.4 Workbook pgs. 715-718		
Lesson 12.6 Draw quadrilaterals	Mid-Chapter Checkpoint Workbook pgs. 721-722	Lesson 2.1 <u>GoMath! Chapter 2</u> <u>Represent and Interpret</u> <u>Data</u>	
Lesson 12.7 Describe and compare triangles based on the number of sides that have equal length and by their angles	Lesson 12.5 Workbook pgs. 723-726	Game Cards Workbook pgs. 87-90 Smart Board Video	
Lesson 12.8 Solve problems by using the strategy draw a diagram to classify plane shapes	Lesson 12.6 Workbook pgs. 729-732	Math Board DIEGO'S PERFECT FIT	
Lesson 12.9	Lesson 12.7 Workbook pgs. 735-738	Lesson 2.2 Game Cards	
	Lesson 12.8 Workbook pgs.		

<p>Partition shapes into parts with equal areas and express the area as a unit fraction of the whole</p> <p>Chapter 12 Review 12.1-12.9 Skills</p> <p>Chapter 12 Test 12.1-12.9 Skills</p>	<p>741-744</p> <p>Lesson 12.9 Workbook pgs. 747-750</p> <p>Chapter 12 Review Workbook pages 753-755</p> <p>Chapter 12 Review Workbook pages 756-758</p> <p>Chapter 12 Test</p>	<p>Workbook pgs. 93-96 Smart Board Video Math Board DIEGO'S PERFECT FIT</p> <p>Lesson 2.3 Game Cards Workbook pgs. 99-102 Smart Board Video Math Board DIEGO'S PERFECT FIT</p> <p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 105-106</p> <p>Lesson 2.4 Game Cards Workbook pgs. 107-110 Smart Board Video Math Board</p>	
--	--	---	--

		<p>THE CLASS TRIP</p> <p>Lesson 2.5 Game Cards Workbook pgs. 113-116 Smart Board Video Math Board THE CLASS TRIP</p> <p>Lesson 2.6 Game Cards Workbook pgs. 119-122 Smart Board Video Math Board THE CLASS TRIP</p> <p>Lesson 2.7 Game Cards Workbook pgs. 125-128 Smart Board Video Math Board DIEGO'S PERFECT FIT</p>	
--	--	---	--

		<p>Chapter 2 Review Game Cards Workbook pgs. 131-133 Workbook pgs. 134-136</p> <p>Chapter 2 Test Game Cards Chapter 2 Test</p> <p>Lesson 12.1 <u>GoMath! Chapter 12</u> <u>Two-Dimensional</u> <u>Shapes</u> Game Cards Workbook pgs. 697-700 Smart Board Video Math Board</p> <p>Lesson 12.2 Game Cards Workbook pgs. 703-706 Smart Board Video Math Board</p>	
--	--	---	--

		<p>Lesson 12.3 Game Cards Workbook pgs. 709-712 Smart Board Video Math Board</p> <p>Lesson 12.4 Game Cards Workbook pgs. 715-718 Smart Board Video Math Board</p> <p>Mid-Chapter Checkpoint Game Cards Workbook pgs. 721-722</p> <p>Lesson 12.5 Game Cards Workbook pgs. 723-726 Smart Board Video</p>	
--	--	--	--

		<p>Math Board</p> <p>Lesson 12.6 Game Cards Workbook pgs. 729-732 Smart Board Video Math Board</p> <p>Lesson 12.7 Game Cards Workbook pgs. 735-738 Smart Board Video Math Board</p> <p>Lesson 12.8 Game Cards Workbook pgs. 741-744 Smart Board Video Math Board</p> <p>Lesson 12.9 Game Cards Workbook pgs.</p>	
--	--	--	--

		747-750 Smart Board Video Math Board Chapter 12 Review Game Cards Workbook pgs. 753-755 Workbook pgs. 756-758 Chapter 12 Test Game Cards Chapter 12 Test	
--	--	--	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Daily workbook pages practice, daily homework practice, exit slips, ThinkCentral Personal Math Trainer data,</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Spring MAP Math assessments; Chapter tests, and PARCC</p> <p>Suggested skills to be assessed: Telling time, solving elapsed time, represent data in graphs, interpret data from graphs, measure length in half</p>

quizzes, and chapter tests

and fourth inches, measure liquid volume in liters, identify polygons, and understand rules for quadrilaterals.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's

<p>to assist students' understanding of instructional texts.</p> <ul style="list-style-type: none">• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine	<ul style="list-style-type: none">• Establish a consistent and daily routine		<p>relationships with people, societal institutions, nature and culture.</p>
---	--	--	--

