



3rd Grade Math Scope & Sequence 24-25



Resources: [Standards](#) [3rd Grade Coherence Map](#) [Math Framework](#) **3rd Grade Lesson Plans:** [Week 2](#) [Week 3](#)

Student Handbook: Can be done independently or as whole group

KEY

Major Cluster

Supplemental Standards

Supporting Standards












Week	Operations & Algebraic Thinking	Number & Operations Base Ten	Number & Operations-Fractions	Measurement & Data	Geometry	Discourse Questions & Misconceptions
Week 0 Aug 05 - Aug 09	Teacher Work Day	Teacher Work Day	Transition Day	Rules, Routines, & Procedures	Rules, Routines, & Procedures	
Week 1 Aug 12 - Aug 16 5 days (BOY ISIP MATH)	Number Sense Routine: Day 1 Math Tasks: Number Tracks Swimming Pool Tug Harder! Sea Level	Number Sense Routine: Day 2 Math Tasks: How Would We Count? Count Me In Ordering Journeys Three Neighbors	Number Sense Routine: Day 3 Math Tasks: Space Distances How Many? Consecutive Numbers Subtraction Surprise	Number Sense Routine: Day 4 Math Tasks: 4 by 4 Mathdoku The Dice Train Dice in a Corner Sealed Solution	Number Sense Routine: Day 5 Math Tasks: Domino Square Reach 100 Six Numbered Cubes Maze 100	Rules, Routines, & Procedures Placement Testing (iStation, Moby Max, Spire, Guided Reading, etc) & iMSSA
Week 2 Aug 19 - Aug 23 5 days	Unit 3 Big Idea 1: Understand Place Value & Rounding					<i>No Discourse Questions</i> <i>Common Misconceptions</i> Students may misunderstand “rounding down” and actually lower the value of the digit in the designated place. Students may misunderstand “rounding up” and change the digit in the designated place while leaving digits in smaller places as they are. Students who learn to add and subtract procedurally
	Number Sense Routine: Day 6 Lesson 1: Make Place Value Drawings Activity: 1-3 Standards: NBT.A.1 Mathematical Practice: 2, 3, 5, 6, 7 Objective: We will learn to make and interpret place value drawings Resources: TE 299 Student Handbook: 187-188	Number Sense Routine: Day 7 Lesson 2: Build Numbers Activity: 1&2 (*be sure to give time to cut out cards) Standards: NBT.A.1, NBT.A.2 Mathematical Practice: 2, 3, 5, 6, 7 Objective: We will learn to identify the value of a digit Resources: TE 309 Student Handbook: 189-190	Number Sense Routine: Day 8 Lesson 3: Place Value in Word Problems Activity: 1 & 2 Standards: NBT.A.1, NBT.A.2 Mathematical Practice: 1, 3, 4, 5, 6, 7 Objective: We will use their understanding of place value to group and ungroup multi digit numbers and solve word problems.	Number Sense Routine: Day 9 Lesson 4: Practice with Place Value Activity: 1 & 2 Standards: NBT.A.1, NBT.A.2 Mathematical Practice: 1, 3, 4, 5, 6, 7 Objective: We will learn to identify numbers from scrambled place value names and solve word problems Resources: TE 323	Number Sense Routine: Day 10 Lesson 5: Round to the Nearest Hundred Activity: 1 & 2 Standards: NBT.A.1, NBT.A.2 Mathematical Practice: 1, 2, 3, 5, 6, 8 Objective: We will learn to round numbers to the nearest hundred to estimate sums and differences Resources: TE 329	

			Resources: TE 315 Student Handbook: 191-192	Student Handbook: 193-194	Student Handbook: 195-196	without a deep understanding of place value and regrouping will struggle to determine whether their answers are reasonable. Students may not understand that multiplying 3 X 40 means you have 3 groups of 4 tens and that is 12 tens or 120 (rather than multiply 4 X 3 and “add a zero at the end”).	
Week 3 Aug 26 - Aug 30 5 days	Unit 3 Big Idea 1: Understand Place Value & Rounding (Lesson 6) Big Idea 2: (Lessons 7-10): Addition and Subtraction Strategies and Group to Add						
	Number Sense Routine: Day 11 Lesson 6: Round to the Nearest 10 Activity: 1-2 Standards: NBT.A.1 Mathematical Practice: 1, 2, 3, 5, 6, 8 Objective: We will learn to round numbers to the nearest ten to estimate sums and differences Resources: TE 337 Student Handbook: 197-200	Number Sense Routine: Day 12 Lesson 7: Explore Multidigit Addition Activity: 1-3 Standards: NBT.A.2 Mathematical Practice: 1, 3, 5, 6 Objective: We will discuss and apply multidigit addition methods Resources: TE 345 Student Handbook: 203-204	Number Sense Routine: Day 13 Lesson 8: Discuss Addition Methods Activity: 1-3 Standards: NBT.A.2 Mathematical Practice: 1, 2, 3, 4, 5, 6 Objective: We will discuss multidigit addition methods and relate addition to some subtraction methods Resources: TE 353 Student Handbook: 205-206	Number Sense Routine: Day 14 Lesson 9: The Grouping Concept in Addition Activity: 1-2 Standards: NBT.A.2 Mathematical Practice: 1, 2, 3, 4, 6 Objective: We will discuss when they need to regroup in addition and use addition and multiplication to solve word problems Resources: TE 361 Student Handbook: 207-208	Number Sense Routine: Day 15 Lesson 10: Practice Addition Activity: 1-2 Standards: NBT.A.2 Mathematical Practice: 1, 3, 4, 6 Objective: We will identify and explain errors in addition and solve word problems Resources: TE 367 Student Handbook: 209-210		
	Unit 3 Big Idea 3: Ungroup to Subtract						
	Week 4 Sept 03 - Sept 06 4 days (BOY ISIP MATH)	Labor Day No School	Number Sense Routine: Day 16 Lesson 11: Ungroup to Subtract Activity: 1-2 Standards: NBT.A.2 Mathematical Practice: 1, 2, 3, 4, 6, 7 Objective: We will explore methods for subtracting multi digit numbers Resources: TE 373 Student Handbook: 213-214	Number Sense Routine: Day 17 Lesson 12: Subtract Across Zeros Activity: 1-3 Standards: NBT.A.2 Mathematical Practice: 1, 2, 3, 4, 6 Objective: We will learn to subtract across zeros Resources: TE 383 Student Handbook: 215-218	Number Sense Routine: Day 18 Lesson 13: Discuss Methods of Subtracting Activity: 1-2 Standards: NBT.A.2 Mathematical Practice: 1, 2, 3, 5, 6 Objective: We will learn to subtract using two different methods Resources: TE 393 Student Handbook: 219-220		Number Sense Routine: Day 19 Lesson 14: Relate Addition and Subtraction Activity: 1-2 Standards: NBT.A.2 Mathematical Practice: 1, 2, 3, 4, 6, 7, 8 Objective: We will relate grouping in addition and ungrouping in subtraction Resources: TE 399 Student Handbook: 221-222
		Unit 3 Big Idea 3: Ungroup to Subtract					
Week 5 Sept 09 - Sept 13	Unit 3 Big Idea 3: Ungroup to Subtract						






5 days	Number Sense Routine: Day 20 Lesson 15: Subtraction Practice Activity: 1 Standards: NBT.A.2 Mathematical Practice: 1, 2, 3, 6 Objective: We will practice and discuss subtraction methods Resources: TE 409 Student Handbook: 223-224	Number Sense Routine: Tool Talk Lesson 16: Addition and Subtraction Practice Activity: 1-2 Standards: NBT.A.2 Mathematical Practice: 1, 2, 3, 4, 6, 7 Objective: We will practice and discuss addition and subtraction methods Resources: TE 415 Student Handbook: 225-226	Number Sense Routine: Where Jewelry Lesson 17: Solve Word Problems Activity: 1-2 Standards: NBT.A.2 Mathematical Practice: 1, 2, 3, 4, 5, 6, 7, 8 Objective: We will use strategies to solve multistep word problems and assess reasonableness Resources: TE 421 Student Handbook: 227-228	Number Sense Routine: Guess My Rule Lesson 18: Focus on Mathematical Practices Activity: 1-3 Standards: 3.NBT.A.1, 3.NBT.A.2 Mathematical Practices: 1, 2, 3, 4, 5, 6, 7, 8 Objective: We will learn to use Mathematical Practices to solve a variety of real world problems. Resources: TE 431 Student Handbook: 229-230	Number Sense Routine: Quick Images Unit #3 Assessment Standards: 3.NBT.A.1, 3.NBT.A.2 Resources: TE 437 Student Handbook: 233-238	
Week 6 Sept 16 - Sept 20 5 days	Unit 1 Big Idea 1: Meanings of Multiplication and Division: 5s and 2s					
	Number Sense Routine: Number Lines Lesson 1: Multiply with 5 Activity: 1-2 Standards: OA.A.1, OA.C.7 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will learn to identify and use patterns to multiply with 5 Resources: TE 1 Student Handbook: 5-6	Number Sense Routine: Today's Number Lesson 2: Multiplication as Equal Groups Activity: 1-3 Standards: OA.A.1, OA.A.3 Mathematical Practice: 2, 3, 4, 6, 7 Objective: We will learn to use multiplication and drawings to represent equal groups situations Resources: TE 11 Student Handbook: 7-10	Number Sense Routine: Two Truths and a Lie Lesson 3: Multiplication and Arrays Activity: 2-3 Standards: OA.A.1, OA.B.5, OA.C.7 Mathematical Practice: 1, 2, 3, 4, 5, 6, 8 Objective: We will learn how to use arrays and the Commutative Property in multiplication Resources: TE 19 Student Handbook: 19-22	Number Sense Routine: Would You Rather Lesson 4: The Meaning of Division Activity: 1-3 Standards: OA.A.1, OA.B.5, OA.C.7 Mathematical Practice: 1, 3, 5, 6, 7 Objective: We will learn to relate division to multiplication with an unknown factor Resources: TE 33 Student Handbook: 23-26	Number Sense Routine: Which One is Different and Why? Math Task What is Area? Standards: 3.OA.A.1, 3.MD.C.5 Objective: describe the relative size of plane figures in their own language.	Strand: <u>Represent and solve problems involving multiplication and division:</u> How are equal groups related to the quotient in a division equation? • Explain how your partner's strategy could be used to reach an acceptable solution. • Which strategy to solve multiplication is more effective, tape diagrams or arrays? Explain • Where do you normally see arrays outside of school (in your home? In your community?)
	Unit 1 Big Idea 1: Meanings of Multiplication and Division: 5s and 2s (Lesson 5) Big Idea 2: Patterns and Strategies: 9s and 10s					Strand: <u>Understand properties of multiplication and the relationship between multiplication and division</u> How are multiplication and division related to each other? • How does the
Week 7 Sept 23 - Sept 27 5 days CFA #1	Number Sense Routine: Alike and Different Lesson 5: Multiply and Divide with 2 Activity: 1-3 Standards: OA.A.1,	Number Sense Routine: How Do You Know? Lesson 6: Build Fluency with 2s and 5s Activity: 1-3 Standards: OA.A.1,	Number Sense Routine: Mystery Number Lesson 7: Multiply and Divide with 10 Activity: 1-4 Standards: OA.A.1,	Number Sense Routine: Notice and Wonder Lesson 8: Multiply and Divide with 9 Activity: 1-3 Standards: OA.A.1,	Number Sense Routine: Tool Talk Lesson 9: Build Fluency with 2s, 5s, 9s, and 10s Activity: 1-2 Standards: OA.A.1,	









	<p> OA.C.7 Mathematical Practice: 1, 2, 3, 4, 5, 6, 7, 8 Objective: We will identify patterns in 2s count-bys and multiplications and relate multiplication and division Resources: TE 45 Student Handbook: 27-28</p>	<p> OA.C.7 Mathematical Practice: 1, 3, 4, 5, 6, 7 Objective: We will build fluency with 2s and 5s multiplications and divisions Resources: TE 55 Student Handbook: 31-32</p>	<p> OA.C.7 Mathematical Practice: 1, 2, 3, 4, 5, 6, 7, 8 Objective: We will explore patterns in 10s count-bys, multiplications, and divisions and solve problems Resources: TE 63 Student Handbook: 36-38</p>	<p> OA.C.7 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will identify patterns and learn a strategy for quickly multiplying and dividing with 9s Resources: TE 73 Student Handbook: 41-42</p>	<p> OA.A.2, OA.C.7 Mathematical Practice: 1, 3, 4, 5, 6 Objective: We will build fluency with 2s, 5s, 9s, and 10s Resources: TE 83 Student Handbook: 45-46</p>	<p>distributive property help you solve complex multiplication equations?</p> <ul style="list-style-type: none"> • Why are multiplication and division inverse operations? • How do fact families help you solve equations? • How is the commutative property of addition related to the commutative property of multiplication? • How can arrays help with multiplication and division?
<p>Week 8 Sept 30 - Oct 2 3 days</p> <p>Progress Monitoring: ISIP MATH</p> <p>Parent Teacher Conferences October 3-4</p>	<p>Unit 1 Big Idea 2: Patterns and Strategies: 9s and 10s (Lesson 9) Big Idea 3: Strategies for Factors and Products: 3s and 4s</p>					<p>Strand: <u>Multiply and divide within 100.</u> How can we use models to represent multiplication and division facts?</p> <ul style="list-style-type: none"> • How does skip counting help you solve multiplication facts? • What strategies help you memorize multiplication and division facts? • Why is it important to memorize our math facts? How can multiplication help you solve division? <p>Strand: <u>Solve problems involving the four operations. Identify and explain patterns in arithmetic.</u> How do you know where to begin a word problem?</p> <ul style="list-style-type: none"> • How do you check what the problem is asking? • What strategies do you use to break apart word problems? • How can we use models, drawings, and equations to represent a problem? • Is your answer reasonable and how can
	<p>Unit 1 Big Idea 3: Strategies for Factors and Products: 3s and 4s (Lesson 12) Big Idea 4: Multiply with 1 and 0</p>					
<p>Week 9 Oct 07 - Oct 11 5 days</p> <p>End of 1st Nine Weeks</p>	<p>Number Sense Routine: <u>Two Truths and a Lie</u> Lesson 16: Solve and Create Word Problems Activity: 1-2 Standards: OA.A.1, OA.C.7 Mathematical Practice: 1, 3, 4, 5, 6</p>	<p>Number Sense Routine: <u>Would You Rather Have</u> Lesson 17: Practice Multiplication and Division Activity: 1-2 Standards: OA.A.1, OA.C.7 Mathematical Practice: 1, 4, 5, 6, 7</p>	<p>Number Sense Routine: <u>Which one is DIFFERENT and why?</u> Math Task <u>Division as an Unknown Factor</u> Standards: 3.OA.A.2, 3.OA.B.6 Objective: We will explain</p>	Parent/Teacher Conferences	Parent/Teacher Conferences	











	<p>Objective: We will identify, solve, and create multiplication and division word problems.</p> <p>Resources: TE 145</p> <p>Student Handbook: 75-76</p>	<p>Objective: We will apply what they have learned to solve word problems and practice multiplications and divisions</p> <p>Resources: TE 151</p> <p>Student Handbook: 79-80</p>	relationship between multiplication and division equations. We will interpret division equations and multiplication equations with a missing factor.			<p>you determine that it is?</p> <ul style="list-style-type: none"> What resources can you use to find patterns? (charts, tables, input and output diagrams, etc.) <p><u>Common Misconceptions</u></p> <ul style="list-style-type: none"> Students may think that $3 \div 15 = 5$ and $15 \div 3 = 5$ are the same equations. <p>The use of models is essential in helping students eliminate this misunderstanding.</p> <ul style="list-style-type: none"> Students may think a symbol used to represent a number once cannot be used to represent another number in a different problem/situation. The use of a symbol to represent a number once cannot be used to represent another number in a different problem/situation. <p>Presenting students with multiple situations in which they select the symbol and explain what it represents will counter this misconception.</p> <ul style="list-style-type: none"> Students may think that division is commutative. $5 \div 3 = 3 \div 5$ Students may see multiplication and division as different and unrelated operations. Students may struggle with fully comprehending the strategies that will help them achieve fluency. It is critical for each of these strategies to be taught explicitly. Students think of a symbol (? or []) is always the place for the answer. This is especially true when the problem is
<p>Week 10 Oct 14 - Oct 18 4 days</p>	<p>Unit 1 Big Idea 1: The Remaining Multiplications</p>					
	<p>No School</p>	<p>Number Sense Routine: Notice and Wonder Mystery Number Lesson 18: Build Fluency with 0s, 1s, 2s, 3s, 4s, 5s, 9s, and 10s Activity: 1-2 Standards: OA.A.1, OA.C.7 Mathematical Practice: 1, 3, 4, 5, 6 Objective: We will apply the skills they have learned as they build fluency in multiplications and divisions. Resources: TE 159 Student Handbook: 85-92</p>	<p>Number Sense Routine: Tool Talk Lesson 19: Focus on Mathematical Practices Standards: OA.A.1, OA.C.7 Mathematical Practices: 1, 2, 3, 4, 5, 6, 7, 8 Objective: We will learn to use Mathematical Practices to solve a variety of real world problems. Resources: TE 165 Student Handbook: 93-94</p>	<p>Number Sense Routine: Gaming Nations Review Unit 1 Concepts</p>	<p>Number Sense Routine: Guess My Rule Unit 1 Assessment Resources: TE 171 Student Handbook: 97-102</p>	
<p>Week 11 Oct 21 - Oct 25 5 days</p>	<p>Unit 2 Big Idea 1: The Remaining Multiplications (Lessons 7-8) Big Idea 2: Problem Solving and Multiples of 10</p>					
	<p>Number Sense Routine: Quick Images Lesson 1: Multiply and Divide with 6 Activity: 1-2 Standards: OA.A.1, OA.C.7 Mathematical Practice: 1, 2, 3, 5, 6, 7, 8 Objective: We will learn strategies for multiplying</p>	<p>Number Sense Routine: Number Lines Lesson 2: Solve Area Word Problems Activity: 2-4 Standards: OA.A.4, MD.C.7 Mathematical Practice: 1, 2, 3, 4, 5, 6, Objective: We will learn strategies for solving</p>	<p>Number Sense Routine: Today's Number Lesson 3: Multiply and Divide with 8 Activity: 1-3 Standards: OA.A.1, OA.C.7 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will learn</p>	<p>Number Sense Routine: Two Truths and a Lie Lesson 5: Multiply and Divide with 7 Activity: 1-3 Standards: OA.A.1, OA.C.7 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will learn</p>	<p>Number Sense Routine: Would You Rather Lesson 6: Square Numbers Activity: 1-2 Standards: OA.A.1, OA.C.7 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will learn to</p>	

<p>Week 14 Nov 12 - Nov 15 4 days</p>	<p>No School</p>	<p>Number Sense Routine: Two Truths and a Lie Today's Number Math Task Name the Parts Standards:  NF.A.1 Objective: We will partition shapes into 2, 3, 4, 6, or 8 parts with equal area and name those parts as halves, thirds, fourths, sixths, and eighths. We will recognize that equal-size parts in a shape can be named with numbers called fractions. Resources: Open-Up Resources Suggested Centers: Mystery Number and Number Line Scoot</p>	<p>Number Sense Routine: Would You Rather Have Lesson 1: Understand Fractions Activity: 1-2 Standards:  NF.A.1 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will learn how to develop a conceptual understanding of unit fractions and how they are used to build other fractions Resources: TE 443 Student Handbook: 243A, 243-244</p>	<p>Number Sense Routine: Which One is Different and Why? Lesson 1 (cont.): Understand Fractions Activity: 1-2 Standards:  NF.A.1 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will learn how to develop a conceptual understanding of unit fractions and how they are used to build other fractions Resources: TE 443 Student Handbook: 243A, 245-246</p>	<p>Number Sense Routine: Alike and Different Lesson 2: Model Fractions Activity: 1 Standards:  NF.A.1,  NF.A.2 Mathematical Practice: 1, 2, 3, 5, 6, 7, 8 Objective: We will learn to use fraction bars and number lines to represent fractions Resources: TE 455 Student Handbook: 248</p>	<p><u>Discourse Question</u> What are the different ways we can represent fractions? <ul style="list-style-type: none"> What do numerators and denominators represent? What strategies can you use to find equivalent fractions and compare fractions? Why is a fraction a number? When do we use fractions in everyday life? </p> <p><u>Common Misconceptions:</u> <ul style="list-style-type: none"> Students may not use benchmark numbers like 0, 1/2, and 1 to compare fractions because they have restricted their understanding of fractions to part-whole situations and do not think of the fractions as numbers. Students may overgeneralize and think that "all 1/4 s (for example) are equal". Students may not understand that the size of the whole determines the size of the fractional part. Students may struggle with the idea that the smaller the denominator, the smaller the piece or part of the set, or the larger the denominator, the larger the piece or part of the set. </p>
<p>Week 15 Nov 18 - Nov 22 5 days</p> <p>CFA #2</p>	<p>Number Sense Routine: How Do You Know? Lesson 2 (cont): Model Fractions Activity: 2 Standards:  NF.A.1,  NF.A.2 Mathematical Practice: 1, 2, 3, 5, 6, 7, 8 Objective: We will learn to use fraction bars and number lines to represent fractions Resources: TE 455 Student Handbook: 249</p>	<p>Number Sense Routine: Mystery Number Lesson 3: Locate Fractions on the Number Line Activity: 1 Standards:  NF.A.2 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will learn to locate fractions on the number line Resources: TE 465 Student Handbook: 249-250</p>	<p>Number Sense Routine: Notice and Wonder Lesson 3 (cont.): Locate Fractions on the Number Line Activity: 1 Standards:  NF.A.2 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will learn to locate fractions on the number line Resources: TE 465 Student Handbook: 251-252</p>	<p>Number Sense Routine: Tool Talk Lesson 4: Compare Unit Fraction Activity: 1 Standards:  NF.A.3 Mathematical Practice: 2, 3, 6, 8 Objective: We will learn to use fraction bars and number lines to compare unit fractions Resources: TE 477 Student Handbook: 253-254</p>	<p>Number Sense Routine: Mapping Lesson 4 (cont.): Compare Unit Fraction Activity: 1 Standards:  NF.A.3 Mathematical Practice: 2, 3, 6, 8 Objective: We will learn to use fraction bars and number lines to compare unit fractions Resources: TE 477 Student Handbook: 253-254</p>	
<p>Thanksgiving Week Nov. 25-29</p>						
<p>Week 16</p>	<p>Number Sense Routine: Guess My Rule</p>	<p>Number Sense Routine: Quick Image</p>	<p>Number Sense Routine: Number Lines</p>	<p>Unit 5</p>		

<p>Dec 02 - Dec 06 5 days</p>	<p>Lesson 5: Compare Fractions Activity: 1 Standards: NF.A.3 Mathematical Practice: 2, 3, 5, 6, 8 Objective: We will learn how to use fraction circles to develop understanding of comparing fractions with the same denominator or the with the same numerator Resources: TE 483 Student Handbook: 255A, 255-256</p>	<p>Lesson 5 (cont.): Compare Fractions Activity: 1 Standards: NF.A.3 Mathematical Practice: 2, 3, 5, 6, 8 Objective: We will learn how to use fraction circles to develop understanding of comparing fractions with the same denominator or the with the same numerator Resources: TE 483 Student Handbook: 255A, 255-256</p>	<p>Math Task Compare Fractions Standards: NF.A.3 Objective: We will compare two fractions with the same numerator or the same denominator. We will record the results of comparison with the symbols $>$, $=$, $<$. Resource: Open-Up Resources Suggested Centers: Five in a Row, Number Line Scoot, Rolling for Fractions</p>	<p>**Big Idea 2: Equivalent Fractions</p> <div> <div data-bbox="1176 207 1446 693"> <p>Number Sense Routine: Today's Number Unit 5 Lesson 7: Introduce Equivalence Activity: 1 Standards: NF.A.3 Mathematical Practice: 2, 3, 5, 6, 7, 8 Objective: We will learn the meaning of equivalent Resources: TE 623 Student Handbook: 335A,335-336</p> </div> <div data-bbox="1449 207 1719 693"> <p>Number Sense Routine: Two Truths and a Lie Unit 5 Lesson 8: Equivalent Fractions Activity: 1 Standards: NF.A.3 Mathematical Practice: 2, 3, 5, 6, 8 Objective: We will learn to use number lines to find two or more equivalent fractions Resources: TE 631 Student Handbook: 337-338</p> </div> </div>	
<p>Week 17 Dec 09 - Dec 13 5 days</p>	<p>Number Sense Routine: Would You Rather Unit 5 Lesson 9: Problem Solving with Fractions Activity: 1 Standards: NF.A.1, NF.A.3 Mathematical Practice: 1, 2, 3, 4, 6 Objective: We will use fraction concepts to solve real world problems Resources: TE 637 Student Handbook: 339-340 Possible Testing Week (iMSSA) REVIEW</p>	<p>Number Sense Routine: Which One is Different and Why? Unit 5 Lesson 9 (cont)36: Problem Solving with Fractions Activity: 1 Standards: NF.A.1, NF.A.3 Mathematical Practice: 1, 2, 3, 4, 6 Objective: We will use fraction concepts to solve real world problems Resources: TE 637 Student Handbook: 339-340 Possible Testing Week (iMSSA) REVIEW</p>	<p>Number Sense Routine: Alike and Different Possible Testing Week (iMSSA) REVIEW</p>	<p>Number Sense Routine: How Do You Know? Possible Testing Week (iMSSA) REVIEW</p>	<p>Number Sense Routine: Mystery Number Possible Testing Week (iMSSA) REVIEW</p>
<p>Week 18 Dec 16 - Dec 20 5 days End of 2nd 9 Weeks</p>	<p>Number Sense Routine: Notice and Wonder Math Task Measuring Up Standard: 3.OA.A.3 Resource: Inside Mathematics</p>	<p>Number Sense Routine: Apple Math Task Part and Whole Standards: 3.G.A.2, 3.NF.A.1, 3.MD.C.6 Resource: Inside</p>	<p>Number Sense Routine: Guess My Rule Math Task Party Time Standards: 3.OA.A.3 Resource: Inside Mathematics</p>	<p>Number Sense Routine: Quick Images Math Task The Wheel Shop Standards: 3.OA.A.1, 3.OA.A.2 Resource: Inside</p>	<p>Number Sense Routine: Number Lines Math Task Tri-Triangles Standards: 3.OA.A.3 Resource: Inside Mathematics</p>

	<p>Objective: We will use algebraic thinking to solve problems.</p> <p>How to use this activity: Each problem is divided into 5 levels of difficulty. You could use all 5 as station rotations or choose the best level for the majority of students. You can differentiate as needed.</p>	<p>Mathematics</p> <p>Objective: We will explore rational numbers and solve problems.</p> <p>How to use this activity: Each problem is divided into 5 levels of difficulty. You could use all 5 as station rotations or choose the best level for the majority of students. You can differentiate as needed.</p>	<p>Objective: We will use mathematical concepts of logic, reasoning and counting methods.</p> <p>How to use this activity: Each problem is divided into 5 levels of difficulty. You could use all 5 as station rotations or choose the best level for the majority of students. You can differentiate as needed.</p>	<p>Mathematics</p> <p>Objective: We will use algebraic thinking to solve problems involving unknowns, equations, and constraints.</p> <p>How to use this activity: Each problem is divided into 5 levels of difficulty. You could use all 5 as station rotations or choose the best level for the majority of students. You can differentiate as needed.</p>	<p>Objective: We will use algebraic thinking to solve problems involving patterns, sequences, and generalizations.</p> <p>How to use this activity: Each problem is divided into 5 levels of difficulty. You could use all 5 as station rotations or choose the best level for the majority of students. You can differentiate as needed.</p>	
<p>Winter Break Dec 23-Jan 3</p>						
<p>Week 19 Jan 7 - Jan 10 4 days</p> <p>MOY Math ISIP</p>	<p>Teacher Work Day</p>	<p>Number Sense Routine: Today's Number Math Task Equivalent Fractions Standards: 3.NF.A.3a, 3.NF.A.2 Objective: We will identify equivalent fractions. We will understand two fractions as equivalent if they are the same size and the parts refer to the same whole. Resource: Open-Up Resources Suggested Centers: Secret Fraction, Number Line Scoot</p>	<p>Number Sense Routine: Two Truths and a Lie Math Task Generate Equivalent Fractions Standards: 3.NF.A.3a, 3.NF.A.3b, 3.OA.B.5 Objective: We will use diagrams to explain or show fraction equivalence. We will use diagrams to generate equivalent fractions. Resource: Open-Up Resources Suggested Centers: Secret Fraction, Number Line Scoot</p>	<p>Number Sense Routine: Incomplete Set Math Task Equivalent Fractions on a Number Line Standards: 3.NF.A.3a, 3.NF.A.3b Objective: We will identify and generate equivalent fractions. We will understand two fractions as equivalent if they are at the same point on a number line. Resource: Open-Up Resources Suggested Centers: Secret Fraction, Number Line Scoot</p>	<p>Number Sense Routine: Alike and Different Math Task Whole Numbers and Fractions Standards: 3.NF.A.3c Objective: We will express whole numbers as fractions. We will recognize fractions that are equivalent to whole numbers. Resource: Open-Up Resources Suggested Centers: Number Line Scoot, Rolling for Fractions</p>	
<p>Week 20 Jan 13 - Jan 17 5 days</p>	<p>Unit 4 Big Idea 2: Time</p>					
	<p>Number Sense Routine: How Do You Know? Lesson 7: Tell Time Activity: 1-2 Standards:  MD.A.1 Mathematical Practice: 3, 5, 6 Objective: We will tell and</p>	<p>Number Sense Routine: Mystery Number Lesson 8: Before and After the Hour Activity: 1-2 Standards:  MD.A.1 Mathematical Practice: 3, 5, 6</p>	<p>Number Sense Routine: Notice and Wonder Lesson 9: Elapsed Time Activity: 1-3 Standards:  MD.A.1 Mathematical Practice: 1, 2, 3, 4, 5, 6 Objective: We will learn to</p>	<p>Number Sense Routine: Tool Talk Lesson 10: Add and Subtract Time Activity: 1-2 Standards:  MD.A.1 Mathematical Practice: 1, 3, 4, 5, 6</p>	<p>Number Sense Routine: America's Lesson 11: Solve Word Problems Involving Time Activity: 1-2 Standards:  MD.A.1 Mathematical Practice: 1, 3, 4, 5, 6</p>	<p><u>Discourse Question</u></p> <p><u>Common Misconceptions</u></p> <ul style="list-style-type: none"> Students may not understand how to find the number of square units for non-rectangular shapes,

	<p>write time to the minute, quarter hour, half hour, and hour</p> <p>Resources: TE 501</p> <p>Student Handbook: 265-268</p> <p>Lesson 12: Multiply and Divide with 1 and 0</p> <p>Activity: 2-4</p> <p>Standards: 3.OA.A.1, 3.OA.C.7</p> <p>Mathematical Practice: 13, 5, 6, 7, 8</p> <p>Objective: We will use multiplication properties and division rules as strategies to multiply and divide with 1 and 0</p> <p>Resources: TE 133</p> <p>Student Handbook: 72-74</p>	<p>Objective: We will tell and write the time before and after the hour to the nearest minute in different ways</p> <p>Resources: TE 509</p> <p>Student Handbook: 269-270</p> <p>Lesson 13Multiply and Divide with 1 and 0</p> <p>Activity: 2-4</p> <p>Standards: 3.OA.A.1, 3.OA.C.7</p> <p>Mathematical Practice: 13, 5, 6, 7, 8</p> <p>Objective: We will use multiplication properties and division rules as strategies to multiply and divide with 1 and 0</p> <p>Resources: TE 133</p> <p>Student Handbook: 72-74</p>	<p>find elapsed time in hours and minutes</p> <p>Resources: TE 515</p> <p>Student Handbook: 271-272</p> <p>Lesson 14: Multiply and Divide with 1 and 0</p> <p>Activity: 2-4</p> <p>Standards: 3.OA.A.1, 3.OA.C.7</p> <p>Mathematical Practice: 13, 5, 6, 7, 8</p> <p>Objective: We will use multiplication properties and division rules as strategies to multiply and divide with 1 and 0</p> <p>Resources: TE 133</p> <p>Student Handbook: 72-74</p>	<p>Objective: We will learn how to solve word problems involving addition and subtraction of time intervals</p> <p>Resources: TE 523</p> <p>Student Handbook: 273-274</p> <p>Lesson 15: Multiply and Divide with 1 and 0</p> <p>Activity: 2-4</p> <p>Standards: 3.OA.A.1, 3.OA.C.7</p> <p>Mathematical Practice: 13, 5, 6, 7, 8</p> <p>Objective: We will use multiplication properties and division rules as strategies to multiply and divide with 1 and 0</p> <p>Resources: TE 133</p> <p>Student Handbook: 72-74</p>	<p>Objective: We will learn how to solve word problems involving addition and subtraction</p> <p>Resources: TE 529</p> <p>Student Handbook: 275-276</p>	<p>such as combining two half-square units to make a whole square unit.</p> <ul style="list-style-type: none">• Students may confuse perimeter and area.• Students may believe that all shapes with a given perimeter have the same area. Students may confuse area and perimeter.• Students may not recognize that all rectangles have four sides, especially when only two side lengths are shown or provided.
<p>Week 21 Jan 21 - Jan 24 4 days</p>	<p>Unit 4</p> <p>Big Idea 3: Pictograph, Bar Graphs, and Line Plots</p>					
	<p>No School</p>	<p>Number Sense Routine: Quick Image</p> <p>Lesson 12: Read and Create Pictographs and Bar Graphs</p> <p>Activity: 1-3</p> <p>Standards:  NBT.A.2,  MD.A.1</p> <p>Mathematical Practice: 1, 2, 3, 4, 6</p> <p>Objective: We will learn how to represent data and solve comparison problems on pictographs and bar graphs</p> <p>Resources: TE 535</p> <p>Student Handbook: 281-286</p>	<p>Number Sense Routine: Number Lines</p> <p>Lesson 13: Read and Create Bar Graphs with Multi Digit Numbers</p> <p>Activity: 1-3</p> <p>Standards:  NBT.A.2,  MD.A.1</p> <p>Mathematical Practice: 1, 3, 4, 6, 7</p> <p>Objective: We will learn how to analyze data involving multi digit numbers to create horizontal and vertical bar graphs</p> <p>Resources: TE 545</p> <p>Student Handbook: 287-290</p>	<p>Number Sense Routine: Today's Number</p> <p>Lesson 14: Represent and Organize Data</p> <p>Activity: 1-2</p> <p>Standards:  MD.B.1</p> <p>Mathematical Practice: 1, 3, 4, 5, 6</p> <p>Objective: We will learn to construct and analyze frequency tables and line plots</p> <p>Resources: TE 553</p> <p>Student Handbook: 291-292</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Lesson 15: Use Graphs to Solve Time and Measurement Word Problems</p> <p>Activity: 1-2</p> <p>Standards:  NBT.A.2,  MD.B.3,  MD.B.4</p> <p>Mathematical Practice: 1, 3, 6, 8</p> <p>Objective: We will learn how to solve word problems using data in line plots and scaled bar graphs</p> <p>Resources: TE 559</p> <p>Student Handbook: 293-294</p>	
<p>Week 22 Jan 27 - Jan 31 5 days</p>	<p>Number Sense Routine: Which One is Different</p>	<p>Number Sense Routine: Alike and Different</p>	<p>Number Sense Routine: How Do You Know</p>	<p>Number Sense Routine: Mystery Number</p>	<p>Number Sense Routine: Notice and Wonder</p>	

	and Why? Unit 4 Lesson 6: Customary Units of Length Activity: 1-2 Standards:  MD.B.4,  MD.C.5 Mathematical Practice: 2, 3, 5, 6, 8 Objective: We will learn how to measure length in inches, half inches, and quarter inches with rulers Resources: TE 491 Student Handbook: 257-258	Lesson 16: Focus on Mathematical Practices Activity: 1-3 Standards: 3.NBT.A.3, 3.MD.B.4 Mathematical Practices: 1, 2, 3, 4, 5, 6, 7, 8 Objective: We will learn to use Mathematical Practices to solve a variety of real world problems. Resources: TE 565 Student Handbook: 295-296	Review Unit 4 Standards	Unit 4 Assessment	Unit 5 Lesson 1: Perimeter and Area Activity: 1-3 Standards:  MD.C.6 Mathematical Practice: 2, 3, 5, 6, 7 Objective: We will learn to recognize and find perimeter and area Resources: TE 579 Student Handbook: 309-312	
Week 23 Feb 03 - Feb 07 5 days CFA #3 Progress Monitoring Math ISIP	Unit 5 Big Idea 1: Area and Perimeter					
	Number Sense Routine: Tool Talk Lesson 2: Side Lengths with Area and Perimeter Activity: 1-2 Standards:  MD.C.6 Mathematical Practice: 1, 2, 3, 4, 5, 6 Objective: We will learn how to write equations to find areas of rectangles, and use given perimeters or areas to find unknown side lengths Resources: TE 589 Student Handbook: 313-316	Number Sense Routine: Bestselling Lesson 3: Compare Areas and Perimeters Activity: 1-2 Standards:  MD.C.6 Mathematical Practice: 2, 3, 6, 8 Objective: We will learn that rectangles with the same perimeter can have different areas, and rectangles with the same area can have different perimeters Resources: TE 597 Student Handbook: 317-318	Number Sense Routine: Guess My Rule Lesson 4: Area of Rectilinear Activity: 1 Standards:  MD.C.6 Mathematical Practice: 2, 3, 6, 7 Objective: We will learn to find area by decomposing figures into rectangles Resources: TE 603 Student Handbook: 319-322	Number Sense Routine: Quick Image Lesson 5: Solve Perimeter and Area Problems Activity: 1 Standards:  MD.C.6 Mathematical Practice: 1, 2, 3, 4, 6 Objective: We will learn how to analyze and solve problems involving perimeter and area Resources: TE 609 Student Handbook: 323-326	Number Sense Routine: Number Lines Lesson 6: Tangram Shapes and Area Activity: 1-2 Standards:  MD.C.6 Mathematical Practice: 5, 7, 8 Objective: We will learn to solve puzzles and find area using tangram shapes Resources: TE 615 Student Handbook: 327A, 327-332	
Week 24 Feb 10 - Feb 14 5 days	Unit 7: Measurement and Polygons Big Idea 1: Capacity, Weight, and Mass					
	Number Sense Routine: Today's Number Unit 5 Lesson 10: Focus on Mathematical Practices Activity: 1-3	Number Sense Routine: Two Truths and a Lie Review Unit 5	Number Sense Routine: Which One is Different and Why? Unit 5 Assessment Resources: TE 649 Student Handbook:	Number Sense Routine: Alike and Different Lesson 1: Customary Units of Liquid Activity: 1-3 Standards:  MD.A.2	Number Sense Routine: How Do You Know? Lesson 2: Metric Units of Liquid Volume Activity: 1-3 Standards:  MD.A.2	

	Standards: 3.NF.A.1, 3.NF.A.3, 3.G.A.2 Mathematical Practice: 1, 2, 3, 4, 5, 6, 7, 8 Objective: We will use mathematical practices and content skills to solve problems involving fractions. Resources: TE 643 Student Handbook: 341-342		345-350	Mathematical Practice: 1, 2, 3, 4, 6, 7 Objective: We will learn to use customary units of liquid volume Resources: TE 753 Student Handbook: 403-406	Mathematical Practice: 1, 2, 3, 4, 5, 6 Objective: We will learn to use metric units of liquid volume Resources: TE 763 Student Handbook: 407-408	
Week 25 Feb 17 - Feb 21 4 days	No School Number Sense Routine: Mystery Number Lesson 3: Customary Units of Weight and Metric Units of Mass Activity: 1-3 Standards: MD.A.2 Mathematical Practice: 1, 2, 3, 4, 5, 6 Objective: We will learn to measure and estimate weight and mass Resources: TE 771 Student Handbook: 409-414	Number Sense Routine: Notice and Wonder Lesson 4: Solve Word Problems Involving Liquid Volume and Mass Activity: 1-2 Standards: MD.A.2 Mathematical Practice: 3, 4, 6 Objective: We will learn to solve word problems involving liquid volumes or masses using the four operations Resources: TE 781 Student Handbook: 415-416	Number Sense Routine: Tool Talk Lesson 5: Triangles Activity: 1-3 Standards: G.A.1 Mathematical Practice: 2, 3, 5, 6, 7 Objective: We will learn to classify triangles according to their angle sizes and side lengths and to build and name polygons Resources: TE 787 Student Handbook: 421-424, 425A, 425-426	Number Sense Routine: Browsing Lesson 5 (cont.): Triangles Activity: 1-3 Standards: G.A.1 Mathematical Practice: 2, 3, 5, 6, 7 Objective: We will learn to classify triangles according to their angle sizes and side lengths and to build and name polygons Resources: TE 787 Student Handbook: 421-424, 425A, 425-426	Number Sense Routine: Guess My Rule Lesson 6: Parallelograms, Rectangles, Squares, and Rhombuses Activity: 1-3 Standards: G.A.1 Mathematical Practice: 3, 6, 7 Objective: We will learn about the relationships among different types of quadrilaterals Resources: TE 801 Student Handbook: 427-430	<u><i>Common Misconceptions</i></u> Students may have difficulty recognizing the subtle differences between shapes such as the size of angle where two sides meet. <ul style="list-style-type: none"> Students might mistakenly mislabel types of quadrilaterals due to vocabulary difficulty. Students may be able to tell that squares and rectangles are related shapes but they may mistakenly label a rectangle as a kind of square rather than the other way around. Students might be confused with the concept that equal shares of identical wholes may not have the same shape. Students may also not understand an area model represents one out of two or three or four fractional parts without the understanding the parts are equal shares.
Week 26 Feb 24 - Feb 28 5 days Testing Week	Number Sense Routine: Quick Images Lesson 6 (cont.): Parallelograms, Rectangles, Squares, and Rhombuses Activity: 1-3 Standards: G.A.1 Mathematical Practice: 3, 6, 7 Objective: We will learn about the relationships	Number Sense Routine: Number Lines Lesson 7: Draw Quadrilaterals Activity: 1-2 Standards: G.A.1 Mathematical Practice: 5, 6, 7 Objective: We will learn to draw quadrilaterals Resources: TE 809 Student Handbook:	Number Sense Routine: Today's Number Lesson 8: Classify Quadrilaterals Activity: 1-3 Standards: G.A.1 Mathematical Practice: 3, 5, 6, 7, 8 Objective: We will learn to describe, sort, and draw quadrilaterals according to their attributes	Number Sense Routine: Two Truths and a Lie Lesson 9: Focus on Mathematical Practices Activity: 1-3 Standards: 3.MD.C.7, 3.G.A.1 Mathematical Practice: 1, 2, 3, 4, 5, 6, 7, 8 Objective: We will learn to use mathematical practices and content	Number Sense Routine: Which One is Different and Why? Review Unit 7	






	among different types of quadrilaterals Resources: TE 801 Student Handbook: 427-430	431-434	Resources: TE 815 Student Handbook: 435-438, 439A,	skills to solve problems. Resources: TE 823 Student Handbook: 439-440		
<div>Week 27</div> <div>Mar 03 - Mar 07</div> <div>5 days</div> <div>Progress Monitoring Math ISIP</div> <div>End of 3rd 9 weeks</div>	<div>Unit 6: Write Equations to Solve Word Problems</div> <div>Big Idea 1: Types of Word Problems</div>					
	<div>Number Sense Routine:</div> <div>Guess My Rule</div> <div>Unit 7 Assessment</div> <div>Resources: TE 829</div> <div>Student Handbook: 443-448</div>	<div>Number Sense Routine:</div> <div>Alike and Different</div> <div>Lesson 1: Addition and Subtraction Situations</div> <div>Activity: 1-2</div> <div>Standards: NBT.A.2</div> <div>Mathematical Practice: 1, 2, 3, 4, 6, 7, 8</div> <div>Objective: We will learn to solve addition and subtraction word problems</div> <div>Resources: TE 655</div> <div>Student Handbook: 355-358</div>	<div>Number Sense Routine:</div> <div>How Do You Know?</div> <div>Lesson 2: Word Problems with Unknown Addends or Unknown Factors</div> <div>Activity: 1-3</div> <div>Standards: OA.A.4</div> <div>Mathematical Practice: 1, 2, 3, 4, 6, 7</div> <div>Objective: We will learn to represent and solve word problems with unknown addends and unknown factors</div> <div>Resources: TE 667</div> <div>Student Handbook: 359-362</div>	<div>Number Sense Routine:</div> <div>Mystery Number</div> <div>Lesson 2 (cont): Word Problems with Unknown Addends or Unknown Factors</div> <div>Activity: 1-3</div> <div>Standards: OA.A.4</div> <div>Mathematical Practice: 1, 2, 3, 4, 6, 7</div> <div>Objective: We will learn to represent and solve word problems with unknown addends and unknown factors</div> <div>Resources: TE 667</div> <div>Student Handbook: 359-362</div>	<div>Number Sense Routine:</div> <div>Notice and Wonder</div> <div>Lesson 3: Word Problems with Unknown Starts</div> <div>Activity: 1-3</div> <div>Standards: OA.A.4</div> <div>Mathematical Practice: 1, 2, 3, 4, 6, 7</div> <div>Objective: We will learn to solve word problems with unknown starts and write situation and solution equations</div> <div>Resources: TE 675</div> <div>Student Handbook: 363-366</div>	<div>See Unit 3 & Unit 1 above for Discourse Questions & Misconceptions</div>
<div>Week 28</div> <div>Mar 10 - Mar 14</div> <div>5 days</div>	<div>Number Sense Routine:</div> <div>Tool Talk</div> <div>Lesson 3 (cont): Word Problems with Unknown Starts</div> <div>Activity: 1-3</div> <div>Standards: OA.A.4</div> <div>Mathematical Practice: 1, 2, 3, 4, 6, 7</div> <div>Objective: We will learn to solve word problems with unknown starts and write situation and solution equations</div> <div>Resources: TE 675</div> <div>Student Handbook: 363-366</div>	<div>Number Sense Routine:</div> <div>Brick by Brick</div> <div>Lesson 4: Comparison Problems</div> <div>Activity: 1-3</div> <div>Standards: NBT.A.1</div> <div>Mathematical Practice: 1, 2, 3, 4, 5, 6, 8</div> <div>Objective: We will learn to recognize, model, and solve comparison word problems</div> <div>Resources: TE 683</div> <div>Student Handbook: 367-370</div>	<div>Number Sense Routine:</div> <div>Guess My Rule</div> <div>Lesson 4 (cont): Comparison Problems</div> <div>Activity: 1-3</div> <div>Standards: NBT.A.1</div> <div>Mathematical Practice: 1, 2, 3, 4, 5, 6, 8</div> <div>Objective: We will learn to recognize, model, and solve comparison word problems</div> <div>Resources: TE 683</div> <div>Student Handbook: 367-370</div>	<div>Number Sense Routine:</div> <div>Quick Image</div> <div>Lesson 5: Comparison Problems with Misleading Language</div> <div>Activity: 1-2</div> <div>Standards: NBT.A.2</div> <div>Mathematical Practice: 1, 3, 6, 7</div> <div>Objective: We will learn to represent and solve comparison problems with misleading language</div> <div>Resources: TE 697</div> <div>Student Handbook: 371-372</div>	<div>Number Sense Routine:</div> <div>Number Lines</div> <div>Lesson 6: Word Problems with Extra, Hidden, or Not Enough Information</div> <div>Activity: 1-2</div> <div>Standards: NBT.A.2</div> <div>Mathematical Practice: 1, 3, 6</div> <div>Objective: We will learn to recognize and solve word problems with extra, hidden, or not enough information</div> <div>Resources: TE 703</div> <div>Student Handbook: 373-376</div>	
	<div>Unit 6: Write Equations to Solve Word Problems</div>					

Week 29 Mar 17 - Mar 21 5 days	Big Idea 2: Solve Two Step Word Problems					
	Spring Break Mar 24 - 28					
Week 30 Mar 31 - Apr 04 5 days <div>Progress Monitoring Math ISIP</div>	Number Sense Routine: Mystery Number Lesson 10: Practice with Two-Step Word Problems Activity: 1-2 Standards: 3.OA.D.8 Mathematical Practice: 1, 3, 4, 6 Objective: We will learn to solve word problems using equations and decide if answers are reasonable Resources: TE 735 Student Handbook: 387-388	Number Sense Routine: Notice and Wonder Lesson 11: Focus on Mathematical Practices Activity: 1-3 Standards: 3.OA.A.3, 3.NBT.A.2 Mathematical Practice: 1, 2, 3, 4, 5, 6, 7, 8 Objective: We will learn to use mathematical practices and content skills to solve problems involving two-steps. Resources: TE 741 Student Handbook: 389-390	Number Sense Routine: Tool Talk Review Unit 6	Number Sense Routine: The Soccer Gender Gap Unit 6 Assessment Resources: TE 747 Student Handbook: 393-398	Number Sense Routine: Guess My Rule Math Task Does it Make Sense? Standards: 3.OA.D.8, 3.OA.D.9 Objective: We will assess the reasonableness of answers using mental computation and estimation strategies including rounding. We will solve two-step word problems using addition and subtraction in a way that makes sense to them. Resources: Open-Up Resources Suggested Centers: Number Puzzles, Tic Tac Round	Review: <i>Be sure to hit concepts that you know your students are struggling in Especially: multiplication/division , area/perimeter, and open ended responses to problems</i>
	Module 1 Topic A: Multiplication and the Meaning of the Factors	Module 1 Topic A: Multiplication and the Meaning of the Factors	Module 1 Topic A: Multiplication and the Meaning of the Factors	Module 1 Topic B: Division as an Unknown Factor Problem	Number Sense Routine: Quick Images Module 1 Topic B: Division as an	

	Lesson 1 Standards: 3.OA.1 Mathematical Practice: 1, 3, 6 Activities: Fluency (5 min), Application Problem (10 min), Concept Development (35 min), Student Debrief (10 min) Objective: We will understand equal groups of as multiplication. Resources: EngageNY , pgs. 19-29	Lesson 2 Standards: 3.OA.1 Mathematical Practice: 1, 3, 6 Activities: Fluency (15 min), Application Problem (5 min), Concept Development (30 min), Student Debrief (10 min) Objective: We will relate multiplication to the array model.. Resources: EngageNY , pgs. 30-44	Lesson 3 Standards: 3.OA.1 Mathematical Practice: 1, 3, 6 Activities: Fluency (15 min), Application Problem (5 min), Concept Development (30 min), Student Debrief (10 min) Objective: We will interpret the meaning of factors--the size of the group or the number of groups. Resources: EngageNY , pgs. 45-56	Lesson 4 Standards: 3.OA.2, 3.OA.6 Mathematical Practice: 1, 3, 6 Activities: Fluency (14 min), Application Problem (6 min), Concept Development (30 min), Student Debrief (10 min) Objective: We will understand the meaning of the unknown as the size of the group in division.. Resources: EngageNY , pgs. 59-70	Unknown Factor Problem Lesson 5 Standards: 3.OA.2, 3.OA.6 Mathematical Practice: 1, 3, 6 Activities: Fluency (8 min), Application Problem (7 min), Concept Development (35 min), Student Debrief (10 min) Objective: We will understand the meaning of the unknown as the number of groups in division. Resources: EngageNY , pgs. 71-80	
Week 31 Apr 07 - Apr 11 5 days	Number Sense Routine: Number Lines Module 1 Topic B: Division as an Unknown Factor Problem Lesson 6 Standards: 3.OA.2, 3.OA.6 Mathematical Practice: 1, 3, 6 Activities: Fluency (8 min), Application Problem (7 min), Concept Development (35 min), Student Debrief (10 min) Objective: We will interpret the unknown in division using the array model. Resources: EngageNY , pgs. 81-90	Number Sense Routine: Today's Number Module 1 Topic C: Division as an Unknown Factor Problem Lesson 7 Standards: 3.OA.1, 3.OA.5 Mathematical Practice: 1, 3, 6 Activities: Fluency (8 min), Application Problem (7 min), Concept Development (35 min), Student Debrief (10 min) Objective: We will demonstrate the commutativity of multiplication, and practice related facts by skip-counting objects in array models. Resources: EngageNY , pgs. 93-104	Number Sense Routine: Two Truths and a Lie Module 1 Topic C: Division as an Unknown Factor Problem Lesson 8 Standards: 3.OA.2, 3.OA.6 Mathematical Practice: 1, 3, 6 Activities: Fluency (6 min), Application Problem (10 min), Concept Development (34 min), Student Debrief (10 min) Objective: We will demonstrate the commutativity of multiplication, and practice related facts by skip-counting objects in array models. Resources: EngageNY , pgs. 105-114	Number Sense Routine: Which One is Different and Why? Module 1 Topic C: Division as an Unknown Factor Problem Lesson 9 Standards: 3.OA.2, 3.OA.6 Mathematical Practice: 1, 3, 6 Activities: Fluency (15 min), Concept Development (35 min), Student Debrief (10 min) Objective: We will find related multiplication facts by adding and subtracting equal groups in array models. Resources: EngageNY , pgs. 115-80	Number Sense Routine: Alike and Different Module 1 Topic C: Division as an Unknown Factor Problem Lesson 10 Standards: 3.OA.2, 3.OA.6 Mathematical Practice: 1, 3, 6 Activities: Fluency (11 min), Application Problem (5 min), Concept Development (34 min), Student Debrief (10 min) Objective: We will model the distributive property with arrays to decompose units as a strategy to multiply. Resources: EngageNY , pgs. 127-137	Review: Be sure to hit concepts that you know your students are struggling in Especially: multiplication/division , area/perimeter, and open ended responses to problems
Week 32 Apr 14 - Apr 18 4 days	Number Sense Routine: How do you know? Module 4 Topic A: Foundations for Understanding Area Lesson 1	Number Sense Routine: Mystery Number Module 4 Topic A: Foundations for Understanding Area Lesson 2	Number Sense Routine: Notice and Wonder Module 4 Topic A: Foundations for Understanding Area Lesson 3	Number Sense Routine: Tool Talk Module 4 Topic A: Foundations for Understanding Area Lesson 4	No School Number Sense Routine: Space Rockets Module 4 Topic B: Concepts of Area Measurement	State Testing <i>(usually around this time)</i>

	<p>Standards: 3.MD.5, 3.MD.6, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (15 min), Application Problem (5 min), Concept Development (30 min), Student Debrief (10 min)</p> <p>Objective: We will understand area as an attribute of plane figures.</p> <p>Resources: EngageNY, pgs. 10-19</p>	<p>Standards: 3.MD.5, 3.MD.6, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (11 min), Application Problem (5 min), Concept Development (34 min), Student Debrief (10 min)</p> <p>Objective: We will decompose and recompose shapes to compare areas.</p> <p>Resources: EngageNY, pgs. 20-30</p>	<p>Standards: 3.MD.5, 3.MD.6, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (13 min), Application Problem (5 min), Concept Development (32 min), Student Debrief (10 min)</p> <p>Objective: We will Model tiling with centimeter and inch unit squares as a strategy to measure area.</p> <p>Resources: EngageNY, pgs. 31-42</p>	<p>Standards: 3.MD.5, 3.MD.6, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (12 min), Application Problem (5 min), Concept Development (33 min), Student Debrief (10 min)</p> <p>Objective: We will relate side lengths with the number of tiles on a side.</p> <p>Resources: EngageNY, pgs. 43-53</p>	<p>Lesson 5</p> <p>Standards: 3.MD.5, 3.MD.6, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (14 min), Application Problem (6 min), Concept Development (30 min), Student Debrief (10 min)</p> <p>Objective: We will form rectangles by tiling unit squares to make arrays.</p> <p>Resources: EngageNY, pgs. 56-66</p>	
<p>Week 33 Apr 21 - Apr 25 5 days</p>	<p>Number Sense Routine: Guess My Rule</p> <p>Module 4</p> <p>Topic B: Concepts of Area Measurement</p> <p>Lesson 6</p> <p>Standards: 3.MD.5, 3.MD.6, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (8 min), Application Problem (7 min), Concept Development (35 min), Student Debrief (10 min)</p> <p>Objective: We will draw rows and columns to determine the area of a rectangle given an incomplete array.</p> <p>Resources: EngageNY, pgs. 67-78</p>	<p>Number Sense Routine: Quick Images</p> <p>Module 4</p> <p>Topic B: Concepts of Area Measurement</p> <p>Lesson 7</p> <p>Standards: 3.MD.5, 3.MD.6, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (12 min), Application Problem (8 min), Concept Development (30 min), Student Debrief (10 min)</p> <p>Objective: We will interpret area models to form rectangular arrays.</p> <p>Resources: EngageNY, pgs. 79-90</p>	<p>Number Sense Routine: Number Lines</p> <p>Module 4</p> <p>Topic B: Concepts of Area Measurement</p> <p>Lesson 8</p> <p>Standards: 3.MD.5, 3.MD.6, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (11 min), Application Problem (5 min), Concept Development (34 min), Student Debrief (10 min)</p> <p>Objective: We will find the area of a rectangle through multiplication of the side lengths.</p> <p>Resources: EngageNY, pgs. 91-103</p>	<p>Number Sense Routine: Today's Number</p> <p>Module 4</p> <p>Topic C: Arithmetic Properties Using Area Models</p> <p>Lesson 9</p> <p>Standards: 3.MD.5, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (12 min), Application Problem (5 min), Concept Development (33 min), Student Debrief (10 min)</p> <p>Objective: We will analyze different rectangles and reason about their area.</p> <p>Resources: EngageNY, pgs. 115-125</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Module 4</p> <p>Topic C: Arithmetic Properties Using Area Models</p> <p>Lesson 10</p> <p>Standards: 3.MD.5, 3.MD.7</p> <p>Mathematical Practice: 1, 3, 6</p> <p>Activities: Fluency (8 min), Application Problem (5 min), Concept Development (37 min), Student Debrief (10 min)</p> <p>Objective: We will apply the distributive property as a strategy to find the total area of a larger rectangle by adding two products.</p> <p>Resources: EngageNY, pgs. 126-136</p>	<p>Review: Project Based Learning: <i>Build A Zoo, Donut Shop, Pizzeria, Floor is Lava, etc. or review previously taught concepts</i></p>
<p>Week 34 Apr 28 - May 2 5 days</p>	<p>Number Sense Routine: Which One is Different and Why?</p> <p>Module 5</p> <p>Topic A: Partitioning a Whole into Equal Parts</p> <p>Lesson 1</p> <p>Standards: 3.G.2, 3.NF.1</p> <p>Mathematical Practice:</p>	<p>Number Sense Routine: Alike and Different</p> <p>Module 5</p> <p>Topic A: Partitioning a Whole into Equal Parts</p> <p>Lesson 2</p> <p>Standards: 3.G.2, 3.NF.1</p> <p>Mathematical Practice: 1, 3, 6</p>	<p>Number Sense Routine: Mystery Number</p> <p>Module 5</p> <p>Topic A: Partitioning a Whole into Equal Parts</p> <p>Lesson 3</p> <p>Standards: 3.G.2, 3.NF.1</p> <p>Mathematical Practice: 1, 3, 6</p>	<p>Number Sense Routine: Notice and Wonder</p> <p>Module 5</p> <p>Topic A: Partitioning a Whole into Equal Parts</p> <p>Lesson 4</p> <p>Standards: 3.G.2, 3.NF.1</p> <p>Mathematical Practice: 1, 3, 6</p>	<p>Number Sense Routine: Tool Talk</p> <p>Module 5</p> <p>Topic B: Unit Fractions and Their Relation to the Whole</p> <p>Lesson 5</p> <p>Standards: 3.NF.1, 3.NF.3c, 3.G.2</p> <p>Mathematical Practice:</p>	<p>Review: Project Based Learning: <i>Build A Zoo, Donut Shop, Pizzeria, Floor is Lava, etc. or review previously taught concepts</i></p>

	<p>1, 3, 6 Activities: Fluency (12 min), Application Problem (8 min), Concept Development (32 min), Student Debrief (10 min) Objective: We will specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models. Resources: EngageNY, pgs. 11-20</p>	<p>Activities: Fluency (12 min), Application Problem (5 min), Concept Development (35 min), Student Debrief (10 min) Objective: We will specify and partition a whole into equal parts, identifying and counting unit fractions by folding fraction strips. Resources: EngageNY, pgs. 21-29</p>	<p>Activities: Fluency (12 min), Application Problem (10 min), Concept Development (28 min), Student Debrief (10 min) Objective: We will specify and partition a whole into equal parts, identifying and counting unit fractions by drawing pictorial area models. Resources: EngageNY, pgs. 30-39</p>	<p>Activities: Fluency (11 min), Application Problem (4 min), Concept Development (35 min), Student Debrief (10 min) Objective: We will represent and identify fractions parts of different wholes. Resources: EngageNY, pgs. 40-50</p>	<p>1, 3, 6 Activities: Fluency (15 min), Application Problem (10 min), Concept Development (25 min), Student Debrief (10 min) Objective: We will partition a whole into equal parts and define the equal parts to identify the unit fraction numerically. Resources: EngageNY, pgs. 53-62</p>	
<p>Week 35 May 05 - May 09 5 days</p>	<p>Number Sense Routine: History of the Emoji Module 5 Topic B: Unit Fractions and Their Relation to the Whole Lesson 6 Standards:  3.NF.1, 3.NF.3c, 3.G.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (12 min), Application Problem (10 min), Concept Development (28 min), Student Debrief (10 min) Objective: We will build non-unit fractions less than one whole from unit fractions. Resources: EngageNY, pgs. 63-73</p>	<p>Number Sense Routine: Guess My Rule Module 5 Topic B: Unit Fractions and Their Relation to the Whole Lesson 7 Standards:  3.NF.1, 3.NF.3c, 3.G.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (12 min), Application Problem (10 min), Concept Development (28 min), Student Debrief (10 min) Objective: We will identify and represent shaded and non-shaded parts of one whole as fractions. Resources: EngageNY, pgs. 74-84</p>	<p>Number Sense Routine: Quick Images Module 5 Topic B: Unit Fractions and Their Relation to the Whole Lesson 8 Standards:  3.NF.1, 3.NF.3c, 3.G.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (12 min), Application Problem (10 min), Concept Development (28 min), Student Debrief (10 min) Objective: We will represent parts of one whole as fractions with number bonds. Resources: EngageNY, pgs. 85-96</p>	<p>Number Sense Routine: Number Lines Module 5 Topic B: Unit Fractions and Their Relation to the Whole Lesson 9 Standards:  3.NF.1, 3.NF.3c, 3.G.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (12 min), Application Problem (10 min), Concept Development (28 min), Student Debrief (10 min) Objective: We will build and write fractions greater than one whole using unit fractions. Resources: EngageNY, pgs. 97-108</p>	<p>Number Sense Routine: Today's Number Module 5 Topic C: Comparing Unit Fractions and Specifying the Whole Lesson 10 Standards:  3.NF.3d, 3.NF.1, 3.NF.3a-c, 3.G.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (12 min), Application Problem (6 min), Concept Development (32 min), Student Debrief (10 min) Objective: We will compare unit fractions by reasoning about their size using fraction strips. Resources: EngageNY, pgs. 111-122</p>	<p>All EOY Testing: <i>Istation (Rdg & Math), F & P Guided Reading Levels, SPIRE</i></p>
<p>Week 36 May 12 - May 16 5 days</p>	<p>Number Sense Routine: Two Truths and a Lie Module 2 Topic A: Time Measurement and Problem Solving Lesson 1 Standards:  3.NBT.2, 3.MD.1 Mathematical Practice: 1, 3, 6 Activities: Fluency (12 min), Application Problem</p>	<p>Number Sense Routine: Which One is Different and Why? Module 2 Topic A: Time Measurement and Problem Solving Lesson 2 Standards:  3.NBT.2, 3.MD.1 Mathematical Practice: 1, 3, 6 Activities: Fluency (12</p>	<p>Number Sense Routine: Alike and Different Module 2 Topic A: Time Measurement and Problem Solving Lesson 3 Standards:  3.NBT.2, 3.MD.1 Mathematical Practice: 1, 3, 6 Activities: Fluency (15 min), Application Problem</p>	<p>Number Sense Routine: Mystery Number Module 2 Topic A: Time Measurement and Problem Solving Lesson 4 Standards:  3.NBT.2, 3.MD.1 Mathematical Practice: 1, 3, 6 Activities: Fluency (12 min), Application Problem</p>	<p>Number Sense Routine: Notice and Wonder Module 2 Topic A: Time Measurement and Problem Solving Lesson 5 Standards:  3.NBT.2, 3.MD.1 Mathematical Practice: 1, 3, 6 Activities: Fluency (12 min), Application Problem</p>	<p>Review: Project Based Learning: <i>Build A Zoo, Donut Shop, Pizzeria, Floor is Lava, etc. or review previously taught concepts</i></p>

	(5 min), Concept Development (33 min), Student Debrief (10 min) Objective: We will explore time as a continuous measurement using a stopwatch. Resources: EngageNY , pgs. 12-22	min), Application Problem (5 min), Concept Development (33 min), Student Debrief (10 min) Objective: We will relate skip-counting by fives on the clock and telling time to a continuous measurement model, the number line. Resources: EngageNY , pgs. 23-35	(5 min), Concept Development (30 min), Student Debrief (10 min) Objective: We will count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock. Resources: EngageNY , pgs. 36-48	(5 min), Concept Development (33 min), Student Debrief (10 min) Objective: We will solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock. Resources: EngageNY , pgs. 49-59	(5 min), Concept Development (33 min), Student Debrief (10 min) Objective: We will solve word problems involving time intervals within 1 hour by adding and subtracting on the number line. Resources: EngageNY , pgs. 60-70	
Week 37 May 19 - May 21 5 days End of 4th Nine Weeks	Number Sense Routine: Tool Talk Module 2 Topic B: Measuring Weight and Liquid Volume in Metric Units Lesson 6 Standards:  3.NBT.2, 3.MD.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (3 min), Concept Development (47 min), Student Debrief (10 min) Objective: We will build and decompose a kilogram to reason about the size and weight of 1 kilogram, 100 grams, 10 grams, and 1 gram. Resources: EngageNY , pgs. 74-83	Number Sense Routine: Electric Car Module 2 Topic B: Measuring Weight and Liquid Volume in Metric Units Lesson 7 Standards:  3.NBT.2, 3.MD.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (10 min), Application Problem (3 min), Concept Development (37 min), Student Debrief (10 min) Objective: We will develop estimation strategies by reasoning about the weight in kilograms of a series of familiar objects to establish mental benchmark measures. Resources: EngageNY , pgs. 84-94	Number Sense Routine: Guess My Rule Module 2 Topic B: Measuring Weight and Liquid Volume in Metric Units Lesson 8 Standards:  3.NBT.2, 3.MD.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (8 min), Concept Development (42 min), Student Debrief (10 min) Objective: We will solve one-step word problems involving metric weights within 100 and estimate to reason about solutions. Resources: EngageNY , pgs. 95-104	Number Sense Routine: Quick Images Module 2 Topic B: Measuring Weight and Liquid Volume in Metric Units Lesson 9 Standards:  3.NBT.2, 3.MD.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (4 min), Concept Development (46 min), Student Debrief (10 min) Objective: We will decompose a liter to reason about the size of 1 liter, 100 milliliters, and 1 milliliter. Resources: EngageNY , pgs. 105-114	Number Sense Routine: Today's Number Module 2 Topic B: Measuring Weight and Liquid Volume in Metric Units Lesson 10 Standards:  3.NBT.2, 3.MD.2 Mathematical Practice: 1, 3, 6 Activities: Fluency (10 min), Application Problem (5 min), Concept Development (35 min), Student Debrief (10 min) Objective: We will estimate and measure liquid volume in liters and milliliters using the vertical number line. Resources: EngageNY , pgs. 115-125	Review: Project Based Learning: <i>Build A Zoo, Donut Shop, Pizzeria, Floor is Lava, etc. or review previously taught concepts</i>
Last Week May 20 - May 24 4 days	Review					