

Curriculum Map

Elementary Mathematics

Grade Three

Saugus Public Schools

Baseline Exam/Placement Exam – must be given end of Week 1

Benchmark Exam 1 - Topics 1-8 must be given end of Week 14

Benchmark Exam 2 - Topics 1-12 must be given end of Week 21

Benchmark Exam 3 - Topics 1-20 must be given end of Week 36

Week 1

Massachusetts Performance Standards

The students will:

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. (MA.3.N.1)

MA.3.N.2 Represent, order, and compare numbers through 9,999. Represent numbers using expanded notation (e.g., $853 = 8 \times 100 + 5 \times 10 + 3$), and written out in words (e.g., eight hundred fifty-three).

MA.3.D.4 List and count the number of possible combinations of objects from two sets, e.g., how many different outfits can one make from a set of two sweaters and a set of three skirts?

TOPIC ONE : Numeration

1. Baseline Assessment (Placement Test)
2. Hundreds (1-1)
3. Thousands (1-2)
4. *Greater Numbers (1-3)*
5. Ways to Name Numbers (1-4)
6. Comparing Numbers (1-5)

Objectives (Students will...)

1. **Read** and **write** numbers in the hundreds.
2. **Read** and **write** numbers in the thousands.
3. **Use** ordinal numbers to show order of people or objects.
4. **Name** numbers in a different way.
5. **Compare** 3 and 4-digit whole numbers.
6. **Order** 3 and 4-digit numbers.

Essential Question

What are: expanded form, standard form, and word form?

Teacher Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are **available**.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 2

Massachusetts Performance Standards

The students will:

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. (MA.3.N.1)

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Footnote: See Glossary, Table 2) (MA.3.N.8)

TOPIC ONE: Numeration

1. Ordering Numbers (1-6)
2. Counting Money (1-7)
3. *Making Change* (1-8)
4. Make an Organized List (1-9)
5. Review Topic 1
6. Test Topic 1

Objectives (Students will...)

1. **Find** the value of money, including \$5 and \$1 bills, half dollars, quarters, dimes, nickels, and pennies.
2. **Make** an organized list to represent information given in a problem.

Essential Question

How does an organized list help to solve problems?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Numeration**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 3

Massachusetts Performance Standards

The students will:

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. (MA.3.N.1) (MA.3.N.11)

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*(MA.3.N.7)

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. *(Footnote: A range of algorithms may be used.)*(MA.3.N.10)

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *[Footnote: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).]*(MA.3N.12)

TOPIC TWO: Adding Whole Numbers

1. Addition Meaning and Properties (2-1)
2. Adding on a Hundred Chart (2-2)
3. Using Mental Math to Add (2-3)
4. Rounding (2-4)
5. Estimating Sums (2-5)
6. Adding 2-Digit Numbers (2-6)

Objectives (Students will...)

1. Use concrete materials and concepts of addition to model Commutative, Associative, and Identity Properties of addition.
2. Round 3- digit whole numbers to the nearest ten or hundred.
3. Solve problems by estimating sums.
4. Add 2- digit numbers using paper and pencil methods.
5. Use addition to solve problems.

Essential Question

How does rounding help to estimate?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

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Week 4

Massachusetts Performance Standards

The students will:

- 3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(Footnote: See Glossary, Table 2.)*(MA.3.N.8)
- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.(MA.3.N.10)
- 3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *[Footnote: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).]* (MA.3.N.11&12)
- 3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.*(MA.3.P.3)
- 3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. *(Footnote: A range of algorithms may be used.)* (MA.3.N.10)

TOPIC TWO : Adding Whole Numbers

1. Models for Adding Three Digit Numbers (2-7)
2. Adding 3-Digit Numbers (2-8)
3. Adding 3 or More Digit Numbers (2-9)
4. Draw a Picture to Solve a Problem (2-10)
5. Review Topic 2
6. Test Topic 2

Objectives (Students will...)

1. **Add** 3- digit numbers using place value blocks or pictures and record the results using standard addition algorithms.
2. **Add** 3- digit numbers using paper and pencil methods.
3. **Add** three or more 2 and 3-digit numbers using paper and pencil methods.
4. **Draw** a picture to solve a problem.
5. **Use** addition to solve problems.

Essential Question

How can you add three and four digit numbers with regrouping?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Adding Whole Numbers.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 5

Massachusetts Performance Standards

The students will:

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. (MA.3.N.1)

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(Footnote: See Glossary, Table 2.)*(MA.3.N.8)

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. *(Footnote: A range of algorithms may be used.)*(MA.3.N.10)

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.(MA.3.N.11)

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *[Footnote: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations). (MA.3.N.11 & 12)*

3.NBT.3d Compare two fractions with the same numerator or the same denominator, by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. **Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.** (MA.3.P.4)

TOPIC THREE: Subtraction and Number Sense

1. Subtraction Meanings (3-1)
2. *Subtracting on a Hundred Chart* (3-2)
3. *Using Mental Math to Subtract* (3-3)
4. Estimating Differences (3-4)
5. Reasonableness for Problem Solving (3-5)
6. Test Topic 3

Objectives (Students will...)

1. **Recognize** situations when subtraction is used to solve a problem.
2. **Write** a subtraction number sentence.
3. **Solve** problems by estimating the difference.
4. **Solve** word problems.
5. **Check** to see if answers make sense.

Essential Question

When do you subtract?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Subtraction and Number Sense**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 6

Massachusetts Performance Standards

The students will:

MA.3.N.8 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (*Footnote: A range of algorithms may be used.*)(MA.3.N.10)

TOPIC FOUR: Subtracting Whole Numbers to Solve Problems

1. Models for Subtracting 2-Digit Numbers (4-1)
2. Subtracting 2-Digit Numbers (4-2)
3. Models for Subtracting 3-Digit Numbers (4-3)
4. Subtracting 3-Digit Numbers (4-4)
5. Subtracting Across Zero (4-5)

Objectives (Students will...)

1. **Subtract** 2-digit numbers using place value blocks or pictures and **record** the results using standard subtraction algorithm.
2. **Subtract** 2-digit numbers using pencil and paper methods.
3. **Subtract** 3-digit numbers using place value blocks or pictures and **record** the result using standard subtraction algorithm.
4. **Subtract** 3-digit numbers using paper and pencil methods.
5. **Use** subtraction to solve problems.

Essential Question

How can you subtract 3 and 4 digit numbers with regrouping?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 7

Massachusetts Performance Standards

The students will:

MA.3.N.8 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (*Footnote: A range of algorithms may be used.*)(MA.3.N.10)

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. [*Footnote: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).*] (MA.3.P.3)

TOPIC FOUR: Subtracting Whole Numbers to Solve Problems

1. Subtracting Across Zero (4-5) (*second day if needed*)
2. Draw a Picture / Write a Sentence (4-6)
3. Review Topic 4
4. Test Topic 4

Objectives (Students will...)

1. **Subtract** 3-digit numbers using paper and pencil methods.
2. **Use** subtraction to solve problems.
3. **Solve** problems by choosing an operation based on a picture they have drawn describing the problem.

Essential Question

How do you subtract from a number with one or more zeroes?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Subtracting Whole Numbers to Solve Problems**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 8

Massachusetts Performance Standards

The students will:

- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers. (MA.3.N.6)
- 3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.*(MA.3.N.6)
- 3.OA.5** Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative property of multiplication.)* Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (Footnote: Students need not use formal terms for these properties.)(MA.3.N.7)
- 3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Footnote: See Glossary, Table 2.)(MA.3.N.8)
- 3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.*(MA.3.N.9)
- 3.NBT.3d** Compare two fractions with the same numerator or the same denominator, by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. **Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.** (MA.3.P.4)
- 3.OA.1** Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*

TOPIC FIVE: Multiplication Meaning and Facts

1. Multiplication as Repeated Addition (5-1)
2. Arrays and Multiplication (5-2)
3. Using Multiplication to Compare (5-3)
4. Writing Multiplication Stories (5-4)
5. Writing to Explain (5-5)

Objectives (Students will...)

1. **Write** multiplication number sentences for given equal group situations using the x symbol.
2. **Write** multiplication sentences for arrays.
3. **Use** arrays to find products.
4. **Use** the Commutative Property of Multiplication.
5. **Use** models and **write** multiplication sentences to compare amounts.
6. **Write** math stories for given multiplication facts.
7. **Identify** and **explain** a multiplication pattern in a table.

Essential Question

When do you use multiplication?

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Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 9

Massachusetts Performance Standards

The students will:

- 3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(Footnote: See Glossary, Table 2.)*(MA.3.N.8)
- 3.OA.5** Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative property of multiplication.)* Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. *(Distributive property.)* *(Footnote: Students need not use formal terms for these properties.)*(MA.3.N.7)
- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers. (MA.3.N.9)
- 3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*(MA.3.N.5&7)
- 3.NBT.3c** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.* (MA.3.P.2)

TOPIC FIVE: Multiplication Meaning and Facts

1. 2 and 5 as Factors (5-6)
2. 10 as a Factor (5-7)
3. 9 as a Factor (5-8)
4. Multiplying With 0 and 1 (5-9)
5. Solving Problems with Two Questions (5-10)

Objectives (Students will...)

1. Use patterns to multiply with 2 and 5 as factors.
2. Use patterns to multiply with 10 as a factor.
3. Use patterns to multiply with 9 as a factor.
4. Use patterns and properties to multiply with 0 and 1 as factors.
5. Solve one problem and use the solution to complete a second problem.

Essential Question

- What are multiples of 2, 5, 9, and 10?**
What is the Identity (one) Property of Multiplication?
What is the Zero Property of multiplication?

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- Class work:** To be done on each topic/concept as needed for understanding.
- Homework:** To be given daily on each introduced topic as determined by the teacher.
- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.
- Test:** Concepts involving **Multiplication Meaning and Facts**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 10

Massachusetts Performance Standards

The students will:

- 3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.*(MA.3.N.9)
- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.(MA.3.N.9)
- 3.OA.5** Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative property of multiplication.)* Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (Footnote: Students need not use formal terms for these properties.)(MA.3.N.7)
- 3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* (MA.3.N.7)

TOPIC SIX: Multiplication Fact Strategies: Using Known Facts

1. Review Topic 5
2. Test Topic 5
3. 3 as a Factor (6-1)
4. 4 as a Factor (6-2)
5. 6 and 7 as Factors (6-3)

Objectives (Students will...)

1. Use known facts to find products with 3 as a factor.
2. Use known facts and doubles to find products with 4 as a factor.
3. Use known facts to find products with 6 and 7 as factors.

Essential Question

How can you break apart arrays to multiply 3, 4, 6, 7, and 8?

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4. enVision ExamView Test Generator
5. Mindpoint Quiz Show
6. Turning Point Technologies

Evaluation/Activities

- Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.
- Class work:** To be done on each topic/concept as needed for understanding.
- Homework:** To be given daily on each introduced topic as determined by the teacher.
- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 11

Massachusetts Performance Standards

The students will:

- 3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(Footnote: See Glossary, Table 2.)*(MA.3.N.6)
- 3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.*(MA.3.N.9)
- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.(MA.3.N.9)
- 3.OA.5** Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative property of multiplication.)* Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. *(Distributive property.)* *(Footnote: Students need not use formal terms for these properties.)*(MA.3.N.7)
- 3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* (MA.3.N.7)

TOPIC SIX : Multiplication Fact Strategies Using Known Facts

1. 8 as a Factor (6-4)
2. 11 and 12 as Factors (6-5)
3. Multiplying 3 Factors (6-6)
4. Solving Multiple Step Problems (6-7)
5. Review Topic 6
6. Test Topic 6

Objectives (Students will...)

1. Use known facts and doubles to find products.
2. **Multiply** three numbers and use the Associative Property of Multiplication.
3. Multi-step problems.

Essential Question

What is the associative (Grouping) property of multiplication?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Multiplication Fact Strategies**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 12

Massachusetts Performance Standards

The students will:

3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*

3.OA.6 Understand division as an unknown-factor problem. *For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

TOPIC SEVEN: Division Meanings

1. Division as Sharing (7-1)
2. Understanding Remainders (7-2)
3. Division as Repeated Subtraction (7-3)
4. Writing Division Stories (7-4)
5. Use Objects and Draw Pictures to Solve Problems (7-5)
6. Review Topic 7
7. Test Topic 7

Objectives (Students will...)

1. **Use** models to solve division problems involving sharing.
2. **Record** solutions to division problems using number sentences.
3. **Use** models to **solve** division problems involving repeated subtraction.
4. **Write** and **solve** number stories involving division.
5. **Solve** division problems by using objects.
6. **Solve** division problems by drawing pictures.

Essential Question

What is division?

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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: Concepts involving **Division Meanings**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 13

Massachusetts Performance Standards

The students will:

3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*(MA.3.N.6)

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Footnote: See Glossary, Table 2.)(MA.3.N.6 & 8)

3.OA.5 Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative property of multiplication.)* Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (Footnote: Students need not use formal terms for these properties.)(MA.3.N.7)

3.OA.6 Understand division as an unknown-factor problem. *For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8.* (MA.3.N.6 & 9)

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.(MA.3.N.6)

TOPIC EIGHT: Division Facts

1. Relating Multiplication and Division (8-1)
2. Fact Families with 2,3,4,and 5 (8-2)
3. Fact Families with 6 and 7 (8-3)
4. Fact Families with 8 and 9 (8-4)

Objectives (Students will...)

1. **State** a related division fact when given a multiplication fact.
2. **State** a related multiplication fact when given a division fact.
3. **Give** quotients for division facts with divisors of 2, 3, 4, and 5.
4. **Give** quotients for division facts with divisors of 6 and 7.
5. **Give** quotients for division facts with divisors of 8 and 9.

Essential Question

How can multiplication facts help you divide?

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Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Division Meanings**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 14

Massachusetts Performance Standards

The students will:

- 3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.* (MA.3.N.6)
- 3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Footnote: See Glossary, Table 2.) (MA.3.N.6 & 8)
- 3.OA.5** Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative property of multiplication.)* Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (Footnote: Students need not use formal terms for these properties.) (MA.3.N.7)
- 3.OA.6** Understand division as an unknown-factor problem. *For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8.* (MA.3.N.6 & 9)
- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers. (MA.3.N.6)

TOPIC EIGHT: Division Facts

1. Dividing with 0 and 1 (8-5)
2. Draw a Picture/ Write a Number Sentence (8-6)
3. Review Topic 8
4. Test Topic 8
5. **Benchmark Assessment Topics 1-8**

Objectives (Students will...)

1. Use patterns and fact families to find quotients for division facts with 0 and 1.
2. **Draw** a picture and **write** a number sentence in order to solve sharing and repeated subtraction division problems.

Essential Question

How do you divide with zero and one?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Division Meanings**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 15

Massachusetts Performance Standards

The students will:

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4*

TOPIC NINE: Patterns and relationships

1. *Repeating Numbers (9-1)*
2. *Number Sequences (9-2)*
3. *Extending Tables (9-3)*
4. *Writing Rules for Situations (9-4)*
5. *Translating Words to Expressions (9-5)*

Objectives (Students will...)

1. **Identify** and **extend** repeating geometric or repeating number patterns.
2. **Identify** and **extend** whole-number patterns involving addition and subtraction.
3. **Extend** tables of ordered pairs for situations involving multiplication, addition, or subtraction.
4. **Translate** words or situations to expressions.

Essential Question

How can you continue patterns?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 16

Massachusetts Performance Standards

The students will:

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.(MA.3.P.1)*

TOPIC NINE: Patterns and Relationships

1. Geometric Patterns (9-6)
2. Equal or Unequal (9-7)
3. Act it Out and Use Reasoning (9-8)
4. Review Topic 9
5. Test Topic 9

Objectives (Students will...)

1. **Extend** patterns of cubes or tiles.
2. **Compare** expressions to **determine** if they are equal or unequal.
3. **Use** the strategy Act It Out to solve problems.
4. **Use** Reasoning to solve problems.

Essential Question

What is a numerical expression?

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Evaluation/Activities

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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: Concepts involving **Patterns and Relationships**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 17

Massachusetts Performance Standards

The students will:

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (MA.3.G.2 & 4)

MA.3.G.7 Predict and explain the results of taking apart and combining two-dimensional shapes.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: (MA.3.G.3)

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (MA.3.G.4)

TOPIC TEN: Solids and Shapes

1. Solid Figures (10-1)
2. Relating Solids and Shapes (10-2)
3. Lines/Line Segments (10-3)
4. Angles (10-4)
5. Polygons (10-5)

Objectives (Students will...)

1. **Identify** solid figures by name.
2. **Describe** the attributes of given solid figures.
3. **Identify** shapes related to given solids.
4. **Identify** lines and line segments and explore their relationships.
5. **Identify** and **classify** angles in relation to right angles.
6. **Identify** and **classify** polygons.
7. **Identify** and **classify** quadrilaterals.
8. **Identify** commonalities among objects or situations to **make** and test generalizations.

Essential Question

What are the definitions of face, edge, and vertex?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 18

Massachusetts Performance Standards

The students will:

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (MA.3.G.2 & 4)

MA.3.G.7 Predict and explain the results of taking apart and combining two-dimensional shapes.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: (MA.3.G.3)

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (MA.3.G.4)

TOPIC TEN: Solids and Shapes

1. Triangles (10-6)
2. Quadrilaterals (10-7)
3. Make and Test Generalizations (10-8)
4. Review Topic 10
5. Test Topic 10

Objectives (Students will...)

1. **Identify** solid figures by name.
2. **Describe** the attributes of given solid figures.
3. **Identify** shapes related to given solids.
4. **Identify** lines and line segments and explore their relationships.
5. **Identify** and **classify** angles in relation to right angles.
6. **Identify** and **classify** polygons.
7. **Identify** and **classify** quadrilaterals.
8. **Identify** commonalities among objects or situations to **make** and test generalizations.

Essential Question

What are the definitions of point, line, line segment, intersecting lines, and parallel lines?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Solids and Shapes**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 19

Massachusetts Performance Standards

The students will:

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (MA.3.G.1 & 2)

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: (MA.3.G.3)

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.(MA.3.G.6)

TOPIC ELEVEN: Congruence and Symmetry

1. Congruent Figures and Motion (11-1)
2. Line Symmetry (11-2)
3. Drawing Shapes with Lines of Symmetry (11-3)
4. Use Objects to Solve Problems (11-4)
5. Review Topic 11
6. Test Topic 11

Objectives (Students will...)

1. **Identify** congruent figures.
2. **Identify** lines of symmetry in symmetric figures.
3. **Create** figures with one or more lines of symmetry.
4. **Use** a tangram to solve a problem.

Essential Question

**What is a line of symmetry?
What makes shapes congruent?**

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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: Concepts involving **Congruence and Symmetry**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 20

Massachusetts Performance Standards

The students will:

- 3.NF.1** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (MA.3.N.3)
- 3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (MA.3.N.3)
- 3.NBT.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (MA.3.N.3)
- 3.NBT.3b** Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.(MA.3.N.4)
- 3.NBT.3c** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.* (MA.3.P.2)
- 3.NBT.3d** Compare two fractions with the same numerator or the same denominator, by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (MA.3.P.4)

TOPIC TWELVE: Understanding Fractions

1. Dividing Regions into Equal Parts (12-1)
2. Fractions and Regions (12-2)
3. Fractions and Sets (12-3)
4. *Benchmark Fractions (12-4)*
5. Finding Equivalent Fractions (12-5)
6. Using Models to Compare Fractions (12-6)

Objectives (Students will...)

1. **Identify** regions that have been divided into equal-sized parts.
2. **Divide** regions into equal-sized parts.
3. **Associate** the model, symbol, and words used to describe a fractional part of a whole region.
4. **Associate** the model, symbol, and words used to describe a fractional part of a whole group.
5. **Use** models to find equivalent fractions.

Essential Question

- What is a fraction?**
What is an equivalent fraction?

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Lesson Completion Date:

- Technology Used/ Date Used:**
Completed By:
Comments:

Week 21

Massachusetts Performance Standards

The students will:

3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. (MA.3.N.4)

3.NBT.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

3.NBT.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (MA.3.N.3)

3.NBT.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (MA.3.N.3)

3.NBT.3b Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.(MA.3.N.4)

3.NBT.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.* (MA.3.P.2)

3.NBT.3d Compare two fractions with the same numerator or the same denominator, by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (MA.3.P.4)

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*(MA.3.P.1)

MA.3.N.13 Use concrete objects and visual models to add and subtract (only when the answer is greater than or equal to zero) Common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.

3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part is 1/4 of the area the shape.*

TOPIC TWELVE: Understanding Fractions

1. Fractions on the Number Line (12-7)
2. Using Models to Add Fractions(12-8)
3. Using Models to Subtract Fractions (12-9)
4. Make a Table/Look for a Pattern (12-10)
5. Review Topic 12
6. Test Topic 12
7. **Benchmark Assessment Topics 1-12**

Objectives (Students will...)

1. **Use** models to compare fractions.
2. **Find** and **write** fractions and mixed numbers on a number line.
3. **Compare** and **order** fractions and mixed numbers.
4. **Add** fractions with like denominators using models.
5. **Subtract** fractions with like denominators using models.
6. **Make** a table and **look** for a pattern to solve problems.

Essential Question

**What is mixed number?
How do you add and subtract fractions?**

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Understanding Fractions**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 22

Massachusetts Performance Standards

The students will:

4.NF.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

MA.3.N.3 Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of groups. Model and represent a mixed number (with denominator 2, 3, or 4)

as a whole number and a fraction, e.g., 1 $\frac{2}{3}$, 3 $\frac{1}{2}$.

MA.3.N.8 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

MA.3.N.13 Use concrete objects and visual models to add and subtract (only when the answer is greater than or equal to zero) common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.

TOPIC THIRTEEN : Decimals and Money

1. Fractions and Decimals (13-1)
2. Using Money to Understand Decimals (13-2)
3. Adding and Subtracting Money (13-3)
4. Draw a Picture and Write a Number Sentence (13-4)
5. Missing or Extra Information (13-5)
6. Review Topic 13
7. Test Topic 13

Objectives (Students will...)

1. **Write** a fraction and an equivalent decimal for a model showing tenths and hundredths.
2. **Use** expanded notation to **relate** money values to decimal place values.
3. **Write** money amounts to represent $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ of a dollar.
4. **Add** and **subtract** money given in dollars and cents.
5. **Draw** a picture and **write** a number sentence to solve a problem.

Essential Question

How do you add and subtract money?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Decimals and Money**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 23

Massachusetts Performance Standards

The students will:

3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (*Footnote: Excludes compound units such as cm^3 and finding the geometric volume of a container.*) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (*Footnote: Excludes multiplicative comparison problems (problems involving notions of “times as much.” See Glossary, Table 2).*)(MA.3.M.1 & 5))

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (MA.3.M.5)

4.MD.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), (2,24), (3,36), (MA.3.M.2)

TOPIC FOURTEEN: Customary Measure

1. Understanding Measurement (14-1)
2. Fractions of an Inch (14-2)
3. Using Inches, Feet, Yards, and Miles (14-3)
4. Customary Units of Capacity (14-4)

Objectives (Students will...)

1. **Understand** the measurement process and the need for standard units.
2. **Measure** length to the nearest inch.
3. **Measure** length to the nearest $\frac{1}{2}$ and $\frac{1}{4}$ inch.
4. **Choose** an appropriate measurement unit.
5. **Estimate** and **measure** in feet, yards, and miles.
6. **Convert** units among inches, feet, and yards.

Essential Question

How do you measure to the nearest $\frac{1}{4}$ of an inch?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 24

Massachusetts Performance Standards

The students will:

3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (*Footnote: Excludes compound units such as cm^3 and finding the geometric volume of a container.*) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (*Footnote: Excludes multiplicative comparison problems (problems involving notions of “times as much.” See Glossary, Table 2).*)(MA.3.M.1 & 5))

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (MA.3.M.5)

4.MD.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), (2,24), (3,36), (MA.3.M.2)

TOPIC FOURTEEN : Customary Measurement

1. Units of Weight (14-5)
2. *Act it Out and Use Reasoning* (14-6)
3. Review Topic 14
4. Test Topic 14

Objectives (Students will...)

1. **Choose** an appropriate unit and tool for measurement.
2. **Estimate** and **measure** in cups, pints, quarts, and gallons.
3. **Identify** objects that hold about a cup, a pint, a quart, or a gallon.
4. **Estimate** and **measure** in ounces, pounds, and tons.
5. **Identify** objects that weigh about an ounce, a pound, or a ton.

Essential Question

How do you use customary units to measure length and weight?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: Concepts involving **Customary Measure**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 25

Massachusetts Performance Standards

The students will:

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*(MA.3.P.1)

3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). *(Footnote: Excludes compound units such as cm³ and finding the geometric volume of a container.)* Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. *(Footnote: Excludes multiplicative comparison problems (problems involving notions of “times as much.” See Glossary, Table 2).)*(MA.3.M.1 & 5))

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (MA.3.M.5)

4.MD.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), (2,24), (3,36), (MA.3.M.2)

TOPIC FIFTEEN: Metric Measure

1. Using Centimeters and Decimeters (15-1)
2. Using Meters and Kilometers (15-2)
3. Metric Units of Capacity (15-3)
4. Units of Mass (15-4)
5. Make a Table/Look for a Pattern (15-5)
6. Review Topic 15
7. Test Topic 15

Objectives (Students will...)

1. **Estimate** and **measure** length in centimeters.
2. **Choose** an appropriate unit and tool of measure.
3. **Measure** in meters and kilometers.
4. **Convert** units among kilometers, meters, and centimeters.
5. **Estimate** and **measure** in milliliters and liters.
6. **Identify** objects that hold about a liter or a milliliter.
7. **Estimate** and **measure** in grams and kilograms.
8. **Identify** objects with a mass of about one gram or kilogram.
9. **Make** a table and **look** for a pattern in order to solve a problem.

Essential Question

How do you use metric units to measure length and mass?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Metric Measure**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 26

Massachusetts Performance Standards

The students will:

- 3.NBT.3d** Compare two fractions with the same numerator or the same denominator, by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. **Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.** (MA.3.P.4)
- 3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement. (MA.3.M.4)
 - 3.MD.5a** A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - 3.MD.5b** A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- 3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- CC.3.MD.7** Relate area to the operations of multiplication and addition.
 - 3.MD.7a** Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - 3.MD.7b** Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

TOPIC SIXTEEN : Perimeter, Area, and Volume

- 1. Understanding Perimeter (16-1)
- 2. Perimeter of Common Shapes (16-2)
- 3. Different Shapes with the Same Perimeter (16-3)
- 4. Problem Solving Try, Check, and Revise (16-4)
- 5. Understanding Area (16-5)

Objectives (Students will...)

- 1. **Find** the perimeter of polygons in customary and metric units by adding the lengths of the sides or by counting around grids.
- 2. **Find** the perimeter of regular polygons in customary and metric units by measuring or using properties of the polygons
- 3. **Match** shapes to a given perimeter.
- 4. **Understand** that different shapes can have the same perimeter.
- 5. **Use** concrete and pictorial models of square units to determine the area of two dimensional surfaces.

Essential Question

What is perimeter? What is area?

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Evaluation/Activities

- Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.
- Class work:** To be done on each topic/concept as needed for understanding.
- Homework:** To be given daily on each introduced topic as determined by the teacher.
- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

**Technology Used/ Date Used:
Completed By:
Comments:**

Week 27

Massachusetts Performance Standards

The students will:

3.NBT.3d Compare two fractions with the same numerator or the same denominator, by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. **Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.** (MA.3.P.4)

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. (MA.3.M.4)

3.MD.5a A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.

3.MD.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

CC.3.MD.7 Relate area to the operations of multiplication and addition.

3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter.

TOPIC SIXTEEN: Perimeter, Area, and Volume

1. Estimating and Measuring Area (16-6)
2. Volume (16-7)
3. Solve a Simpler Problem (16-8)
4. Review Topic 16
5. Test Topic 16

Objectives (Students will...)

1. **Estimate** and **find** the area of irregular shapes drawn on a grid with square units shown.
2. **Solve** complex problems asking for the area of irregular shapes.

Essential Question

What is perimeter? What is area? What is Volume?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Perimeter, Area, and Volume.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 28

Massachusetts Performance Standards

The students will:

4.MD.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), (2,24), (3,36), (MA.3.M.2)....

3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (MA.3.M.3)

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (MA.3.M.5)

MA.2.MD.7a Know the relationships of time, including seconds in a minute; minutes in an hour; hours in a day; days in a week, month, or year; weeks in month or a year. (MA.3.M.5)

TOPIC SEVENTEEN : Time and Temperature

1. Time to the Half and Quarter Hour (17-1)
2. Time to the Minute (17-2)
3. Units of Time (17-3)
4. Elapsed Time (17-4)

Objectives (Students will...)

1. **Tell** time to the nearest half hour and quarter hour using analog and digital clocks.
2. **Identify** times as A.M. or P.M.
3. **Tell** time to the nearest minute using analog and digital clocks.
4. **Perform** simple conversions for units of time.
5. **Find** elapsed time in intervals of minutes.

Essential Question

Can you tell what time it is in two different ways?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 29

Massachusetts Performance Standards

The students will:

MA.3.M.5 Identify and use appropriate metric and U.S. Customary (English) units and tools (e.g., ruler, scale, thermometer, clock) to estimate, measure, and solve problems involving length, area, weight, temperature, and time.

TOPIC SEVENTEEN : Time and Temperature

1. Temperature (17-5)
2. Work Backward to Solve a Problem (17-6)
3. Review Topic 17
4. Test Topic 17

Objectives (Students will...)

1. **Read** temperatures on Fahrenheit and Celsius thermometers.
2. **Determine** appropriate temperatures for given activities.
3. **Use** the strategy Work Backward to solve problems.

Essential Question

How is temperature measured?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Time and Temperature**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 30

Massachusetts Performance Standards

The students will:

- 3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (*Footnote: See Glossary, Table 2.*)(MA.3.N.8)
- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers. (MA.3.N.9 & 10)
- 3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. [*Footnote: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).*](MA.3.N.11 & 12)
- 3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations. (*Footnote: A range of algorithms may be used.*)

TOPIC EIGHTEEN : Multiplying Greater Numbers

1. Using Mental Math to Multiply (18-1)
2. Estimating Products (18-2)
3. Multiplication and Arrays (18-3)
4. *Breaking Apart to Multiply (18-4)*
5. *Using an Expanded Algorithm (18-5)*

Objectives (Students will...)

1. Use mental math to **multiply** by multiples of 10, 100, and 1,000.
2. **Estimate** products of 1-digit numbers times 2-digit numbers by using rounding.
3. Use an array to **multiply** 1-digit times 2-digit numbers.

Essential Question

How do you multiply 2 and 3 digit numbers by a 1 digit number?

Teacher Resources

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1. Teacher Edition, Student Edition, and Workbooks
2. Classroom Manipulative Kit
3. Overhead Manipulative Kit
4. Math Diagnosis and Intervention System
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6. Turning Point Technologies

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 31

Massachusetts Performance Standards

The students will:

- 3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(Footnote: See Glossary, Table 2.)*(MA.3.N.8)
- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers. (MA.3.N.9 & 10)
- 3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *[Footnote: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).]*(MA.3.N.11 & 12)

TOPIC EIGHTEEN : Multiplying Greater Numbers

1. Multiplying 2- and 3-Digit by 1-Digit Numbers (18-6)
2. Draw a Picture and Write a Number Sentence (18-7)
3. Review Topic 18
4. Test Topic 18

Objectives (Students will...)

1. **Multiply** 2- and 3-digit numbers by 1-digit numbers.
2. **Solve** word problems by drawing a picture and writing a number sentence.

Essential Question

How do you multiply 2 and 3 digit numbers by a 1 digit number?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: Concepts involving **Multiplying Greater Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 32 and Week 33

Massachusetts Performance Standards

The students will:

- 3.N.8** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 3.N.9** Know multiplication facts through 10 x 10 and related division facts, e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., 3 x 5 is related to 3 x 50.
- 3.P.4** Write number sentences using +, -, x, ÷, <, =, and/or > to represent mathematical relationships in everyday situations.
- 4.N.13** Divide up to a three-digit whole number with a single-digit divisor (with or without remainders) accurately and efficiently. Interpret any remainders.
- 4.N.15** Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders).
- 4.N.17** Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.

TOPIC NINETEEN: Dividing with 1-Digit Numbers

1. Mental Math (19-1)
2. Estimating Quotients (19-2)
3. Connecting Models and Symbols (19-3)
4. Dividing 2-Digit Numbers (19-4)
5. Dividing with Remainders (19-5)
6. Multiple-Step Problems (19-6)
7. Review Topic 19
8. Topic 19 Test

Objectives (Students will...)

1. Use known multiplication patterns to **divide** multiples of 10, 100, and 1,000 by a 1-digit number.
2. Use compatible numbers to **estimate** quotients.
3. Use place value blocks and an algorithm to **divide** 2-digit numbers by 1-digit numbers.
4. **Divide** 2-digit numbers by 1-digit numbers using paper and pencil.
5. Use arrays and the division algorithm to **divide** numbers with a remainder.
6. **Solve** multiple step problems.

Essential Question

How are compatible numbers, arrays and known multiplication patterns used to divide numbers and understand remainders?

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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: Concepts involving **Dividing with 1-Digit Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 34

Massachusetts Performance Standards

The students will:

MA.4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (MA.3G.5)

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* (MA.3.D.1 & 3)

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (MA.3.D.1 & 2)

TOPIC TWENTY : Data, Graphs, and Probability

1. Organizing Data (20-1)
2. Reading Pictographs and Bar Graphs (20-2)
3. Making Pictographs (20-3)
4. Making Bar Graphs (20-4)
5. Ordered Pairs and Line Graphs (20-5)

Objectives (Students will...)

1. **Use** tally charts to record and organize survey data.
2. **Read** and **interpret** data from a pictograph and a bar graph.
3. **Make** a pictograph from a table or tally chart.
4. **Make** a bar graph to represent the data in a table or tally chart.
5. **Locate** points on a coordinate grid.

Essential Question

**How do you make and read pictographs and bar graphs?
How do you locate ordered pairs on a coordinate grid?**

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Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:
Completed By:
Comments:

Week 35 and 36

Massachusetts Performance Standards

The students will:

5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (MA.3G.5)

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*(MA.3.D.1 & 3)

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (MA.3.D.1 & 2)

TOPIC TWENTY : Data, Graphs, and Probability

1. How Likely? (20-6)
2. Outcomes and Experiments (20-7)
3. Line Plots and Probability (20-8)
4. Use Tables and Graphs to Draw Conclusions (20-9)
5. Review Topic 20
6. Test Topic 20
7. **Benchmark Assessment Topics 1-20**

Objectives (Students will...)

1. **Describe** events as likely, unlikely, impossible, or certain.
2. **Compare** the likelihood of events using the terms more likely, equally likely, most likely, and least likely.
3. **Predict** the results of a probability experiment.
4. **Conduct** a probability experiment.
5. **Compare** results to the prediction.
6. **Use** a line plot to **organize** the results of a probability experiment and predict future events.
7. **Use** information from tables and graphs to draw conclusions.

Essential Question

How do you make and read a line plot?

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Test: Concepts involving **Data, Graphs and Probability**.

Lesson Completion Date:

Technology Used/ Date Used:
Completed By:
Comments:

