Course Name: Grade 3 Math
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Math Time Frame: 60 minutes Whole, 10 minute Intervention

September 2022

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
CEQ: **HOW DO WE USE MATH EVERYDAY** *UEQ: How are numbers used everyday?* Unit 1 A. Generate equivalent names for whole numbers B: Practice and apply addition and subtraction facts C: Calculate and compare values of coins and bill combinations D: Use and explain the symbols +, -, =, >, and <.	A1. Demonstrate equivalent names for numbers B1. Read, write, and compare whole numbers B2. Practice addition facts C1. Read, write and compare money amounts C2. Draw coin combinations to show dollars and cents D1. Read, write and compare whole numbers and money amounts E1. Tell time to nearest half hour, quarter hour, and 5 minutes. E2. Practice telling time on an analog	Unit 1 #1 I can identify a numeral in a number. #2 I can continue a counting pattern. #3 I can use a number grid. #4 I can tell time to the minute. #5 I can create equivalent names for a number. #6 I can identify coins and count money. #7 I can tell the difference between minutes, hours, days, weeks, months, and years.	3.1.1.1 3.1.1.1 3.1.1.2 3.3.3.1 3.1.1.1 3.3.3.1 3.3.3.1	**CA=** EM Written Assessment 5 minute Addition Timed Test Optional Assessments: Star Quiz 1 Math Box Quizzes Learning Target FA-Formative Assessment Target Checks	EM Curriculum Resources ● Unit Math Masters Book ● Unit Differentiation Book ● Assessment Handbook ● EL Handbook ● Home Connection Handbook ● Teacher's Reference Manual ● Minute Math ● EM Skills Link Practice Book (Shared 3rd Grade Math Folder) EM Games per unit Technology

E: Show and tell time to the nearest minutes on an analog clock. F: Extend numeric patterns; use rules to solve problems	clock and writing time in digital notation. F1. Compare and order numbers to solve number patterns. F2. Complete "Frames-and-Arrows" diagrams.				• BrainPop Jr. • Moby Max • EM Online Games • EM Apps for iPad • STMA website-teacher math resources Vocabulary Mathematical Tools (1.4) Inch(1.4) Line Plot (1.5) Maximum (1.5) Minimum (1.5) Median(1.5) Mode (1.5) Range (1.5) Tally Chart (1.5) Equivalent (1.6) Difference (1.8) Decimal (1.10) Estimate (1.11) Calculate (1.11) Elapsed time (1.13)

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: ***What are different ways to add and subtract whole numbers?*** **Unit 2** A: Identify place value B: Find equivalent names for whole numbers. C: Use basic facts to compute extended facts. D: Introduce paper-and-pencil algorithms to solve problems involving addition and subtraction of whole numbers. E: Apply parts-and-total and comparison situations.	A1. Identify the ones, tens, hundreds and thousands place A2. Express the value of each place B1. Demonstrate equivalent names for whole numbers using addition and subtraction facts. C1. Make use of multiples of ten to solve fact extension problems D1. Model Partial Sum Algorithms D2. Model Counting-Up and Trade First Algorithms E1. Utilize Part-Part-Total Diagram to solve number stories E2. Utilize Quantity-Quantity-Difference Diagram to	**Unit 2 Learning Targets** 1. I can add and subtract basic facts within a fact family. 2. I can add and subtract up to four digit numbers. 3. I can tell when to use addition or subtraction to solve a story problem. 4. I can find the sum of two addends and the difference of two numbers. 5. I can identify the sum and difference of two numbers.	 3.1.2.2 3.1.2.1 3.1.2.5 3.1.2.1 3.1.2.1	**CA=** EM Written Assessment 5 minute Addition Timed Test Optional Assessment: Star Quiz 2 Math Box Quizzes Learning Target FA-Formative Assessment Target Checks	EM Curriculum Resources Unit Math Masters Book Unit Differentiation Book Assessment Handbook EL Handbook Home Connection Handbook Teacher's Reference Manual Minute Math EM Skills Link Practice Book (Shared 3rd Grade Math Folder)

F: Tell and show time on an analog clock.	solve number stories F1. Tell time to 5 minutes				EM Games per unit **Technology** BrainPop Jr. Moby Max EM Online Games EM Apps for iPad STMA website-teacher math resources Vocabulary Turn-Around Rule(2.1) Label (2.1) Measurement Unit (2.1) Fact Family (2.1) Complement (2.2) Fact Extension (2.2) Higher Decade Fact (2.2) Input (2.3) Output (2.3)

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: **What are the different types of linear measurement?** **Unit 3** A. Understand the need for standard units of measure. B. Measure line segments to the nearest inch, 1/2 inch, 1/4 inch, centimeter, 1/2 centimeter, and millimeter. C. Use U.S. customary and metric units to measure and estimate. D. Review polygons and perimeter. E. Collect, tabulate, and interpret experimental data. F. Construct rectangles and triangles to find	A1. Use nonstandard units to measure length of objects. A2. Estimate the length of objects using nonstandard units. B1. Name the marks on a ruler. B2. Select measuring tools and appropriate units for a particular measuring tasks. C1. Estimate and measure to check. C2. Change units of length within each measuring system. D1. Measure sides of polygons to the nearest inch/centimeter. D2. Add side lengths to find the perimeter. E1. Collect and organize data in a tally chart. E2. Predict the	<u>**Unit 3 Learning Targets**</u> #1 I can measure with a ruler to the nearest ½ unit. #2 I can use appropriate tools to measure distance. #3 I can measure the perimeter of a figure to the nearest ½ unit. #4 I can find the area of a figure.	3.3.2.1 3.3.2.3 3.3.2.2	**CA=** EM Written Assessment 5 minute Addition Timed Test Optional Assessment: Star Quiz 3 Math Box Quizzes Learning Target FA-Formative Assessment Target Checks	<u>EM Curriculum Resources</u> Unit Math Masters Book Unit Differentiation Book Assessment Handbook EL Handbook Home Connection Handbook Teacher's Reference Manual Minute Math EM Skills Link Practice Book (Shared 3rd Grade Math Folder) EM Games per unit <u>Technology</u> BrainPop Jr. Moby Max EM Online Games

perimeter and area. G. Develop the concept of area by counting squares. H. Develop the concept of area by measuring and using number models. I. Apply the about 3 times rule relating to diameter and circumference.	outcome of a probability experiment. F1. Make and compare properties of rectangle and triangles. F2. Create rectangles and triangles with a given perimeter and area. G1. Use arrays to find the areas of rectangles. G2. Use multiplication facts to find the area of rectangles. G3. Draw and use arrays to find the area of rectangles. H1. Identify and measure the circumference and diameter of circular objects.				EM Apps for iPad STMA website-teacher math resources <u>Vocabulary</u> Length (3.1) Line Segment (3.1) Centimeter (3.2) Millimeter (3.3) Foot (3.3) Yard (3.3) Metric System (3.3) Parallelogram (3.4) Polygon (3.4) Rectangle (3.4) Rhombus (3.4) Square (3.4) Trapezoid (3.4) Triangle (3.4) Square foot (3.7) Square yards (3.7) Area (3.9) Center (3.9) Circumference (3.9) Diameter (3.9)

December 2023

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: **What strategies can you use to solve multiplication and Division problems?** **Unit 4** A. Solve and write number stories using equal groups; review multiplication B. Provide opportunities to use	A1. Use fact to solve multiplication stories A2. Use strategies (counters, pictures, or arrays) to compute facts up to 10 x10 A3. Use multiplication diagrams to model number stories involving equal groups B1. Write number sentences to model multiplication number stories	<u>Unit 4 Learning Targets</u> #1 I can multiply using arrays, groups and repeated addition. #2 I can divide by sharing equally and repeated subtraction.	 **3.2.1.1** **3.2.1.1**	**CA=** EM Written Assessment 5 minute Addition Timed Test 5 minute Subtraction Timed Test Optional Assessment: Star Quiz 4 Math Box Quizzes Learning Target FA-Formative Assessment Target Checks	<u>EM Curriculum Resources</u> Unit Math Masters Book Unit Differentiation Book Assessment Handbook EL Handbook Home Connection Handbook Teacher's Reference Manual

arrays, multiplication & division diagrams, and number models to represent and solve multiplication number stories C. Review division as equal sharing and equal grouping D. Model division number stories with arrays, multiplication/division diagrams, and number models E. Practice fact shortcuts and fact power F. Review fact families, multiplication/division facts table G. Practice multiplication facts H. Estimate and solve problems involving factors of whole numbers	B2. Use arrays to model multiplication C1. Use basic facts and equal sharing to solve division problems D1. Use arrays and diagrams to model, equal-sharing, and equal grouping number stories D2. Identify the quotient, dividend, divisor, and remainder E1. Use arrays to represent turn-around facts E2. Use the Multiplicative Identity and Zero property of Multiplication to practice facts F1. Use triangles F2. Apply the turn around rule G1. Use the turn-around rule, Multiplicative Identity, and Zero Property of	#3 I can find the fact family of two factors and a product. #4 I can find the value of a variable ("n") in an equation. #5 I can show multiplication by skip-counting on a number line.	**3.2.1.1** **3.1.2.4** **3.1.2.3**		Minute Math EM Skills Link Practice Book (Shared 3rd Grade Math Folder) EM Games per unit Technology BrainPop Jr. Moby Max EM Online Games EM Apps for iPad STMA website-teacher math resources Vocabulary (Unit 4) Multiply (4.1) Array (4.2) Factor (4.2) Product (4.2) Dividend (4.4) Divisor (4.4) Quotient (4.4) Remainder (4.4)

I. Use a map scale to estimate distances J. Familiarize about equally likely events *UEQ:* **Can you identify place value in whole numbers and decimals?** <u>**Unit 5**</u> *A. Review Place Value through ten-thousands* *B. Read, write, compare, and order numbers less than 100,000* *C. Extend place value to millions* *D. Read, write, and compare large numbers* *E. Develop a sense of very large numbers* *F. Model decimals with base-10 blocks*	Multiplication to practice facts H1. Use arrays to solve multi-digit multiplication problems H2. Generate fact families I1. Use multiplication strategies to solve map scale problems I2. Use the terms equally likely and fair to discuss results of coin toss experiment A1. Identify the places in multi digit numbers and the value of the digits in those places B2. Compare and order whole numbers less than 100,000 B3. Identify the places in numbers through ten-thousands C1. Compare and order whole numbers through millions	<u>**Unit 5 Math Learning Targets**</u> #1 I can read and write numbers up to 6 digits. #2 I can tell you the value of each numeral in a 6 digit number. #3 I can make a number: · 10,000 more and less · 1,000 more and less · 100 more and less	**3.1.1.1** **3.1.1.2** **3.1.1.3**	**CA=** EM Written Assessment Part A 5 minute Addition Timed Test 5 minute Subtraction Timed Test 5 minute Multiplication Timed Test Optional Assessment: Star Quiz 5 Math Box Quizzes	Square Numbers (4.5) Map Scale (4.9) Equally likely (4.10) Fair (4.10) Heads (4.10) Tails (4.10) <u>Vocabulary (Unit 5)</u> Ten thousands (5.1) Thousands (5.1) Greater than (5.2) Hundred thousands (5.3) Million (5.3) Census(5.4) Pie Graph (5.5) Cube (5.6) Flat (5.6) Long (5.6) Hundredths (5.7) Tenths (5.7) Thousandths (5.10) Line Graph (5.12)

and money *G. Model tenths and hundredths with base 10-blocks* *H. Use decimal notation for metric measures* *I. Practice decimal place value to the thousandths* *J. Practice making and reading a line graph* A. Review Place Value through ten-thousandsB. Read, write, compare, and order numbers less than 100,000C. Extend place value to millionsD. Read, write, and compare large numbersE. Develop a sense of very large numbersF. Model decimals with base-10 blocks and moneyG. Model tenths and hundredths with base 10-blocksH. Use	C2. extend patterns in a place value chart to find digit values D1. Read 7 digit whole number and identify their place value D2. Compare and order whole numbers E1. Read and write 7 digit whole numbers E2. Compare and order whole numbers F1. Use multiples of ten to count a large number of base-10 blocks F2. Use base-10 blocks and grids to represent decimal and fraction equivalencies G1. Use base-10 blocks and grids to model tenths and hundredths and write money amounts in dollars and cents G2. Use base-10 blocks to model fraction and decimal equivalencies	#4 I can round numbers to the nearest: · 10,000 · 1,000 · 100 · 10 #5 I can estimate a sum or difference using rounded numbers. #6 I can compare numbers and decide which is greater and which is less.	**3.1.1.4** **3.1.1.4** **3.1.1.5**		

| decimal notation for metric measuresI. Practice decimal place value to the thousandthsJ. Practice making and reading a line graph | H1. Use a meter stick represent, compare, and order decimals through hundredths

I1. Identify digits and express their values
I2. Use place value books to compare and order decimals

J1. Find the maximum, minimum, nad range suing data
J2. Draw conclusions from a graph
J3. Draw line segments on a line graph | | | | |
| | | | | | |

January 2023

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: **How are the different characteristics of geometry used**	A1. Draw and identify line segments, rays and lines. A2. Identify and draw	**Unit 6 Math Learning Targets** #1 I can make and identify parallel and	3.3.1.1	**CA=** EM Written Assessment 5 Minute Timed Tests	EM Curriculum Resources

everyday?
 	
Unit 6
 	
A: Line segments, Rays, Lines
   A1. Review line segments, introduce rays and lines.
   A2. Introduce parallel and intersecting line segments, rays and lines.
 	
B: Polygons
   B1. Explore various types of triangles
   B2. Explore various types of quadrangles
   B3. Review characteristics of polygons
   B4. Explore regular polygon characteristics
 	
C: Angles
   C1. Review turns as parts of a circle
   C2. Introduce drawing angles
   C3. Introduce
	parallel and intersecting line segments, rays and lines.
	
	B1. Use points to identify and label triangles.
	B1. Identify right angles, vertices and sides
	B2. Draw and name quadrangles.
	B2. Identify sides, vertices and adjacent sides of quadrangles.
	B2. Identify parallel, intersecting and right angles of quadrangles.
	B3. Identify and name polygons using points.
	B3. Draw and identify regular polygons
	
	C1. Identify and draw quarter, half, and full turns.
	C2. Identify vertex, and side of angles.
	C3. Determine fractional parts of a circle as degrees.
	C4. Identify and draw quarter, half, three
		perpendicular lines in polygons and other drawings.
		
		 #2 I can make and identify polygons like triangles, parallelograms, rectangles, rhombus, squares and trapezoids, pentagons, hexagons and octagons.
		
		 #3 I can locate the sides, vertices and angles on a given polygon.
		
		 #4 I can measure the perimeter of a shape to the nearest ½ inch and ½ centimeter.
		
		#5 I can find the perimeter of a polygon when some of the sides are unknown.
			3.3.1.2
			
			3.3.1.2
			
			3.3.2.2.
			
			3.3.2.2
				Optional Assessments:
				Star Quiz 6
				Mathbox Quiz
				
				Learning Target
				 FA-Formative Assessment
				Target Checks
					Unit Math Masters Book
					Unit Differentiation Book
					Assessment Handbook
					EL Handbook
					Home Connection Handbook
					Teacher's Reference Manual
					Minute Math
					EM Skills Link Practice Book
					 (Shared 3rd Grade Math Folder)
					
					EM Games per unit
					
					Technology
					
					 BrainPop Jr.
					
					 Moby Max
					
					 EM Online Games
					
					 EM Apps for iPad
					
					 STMA website-teacher math resources

measuring angles	quarter and full angles and in between.				

D: Polyhedron - 3D Shapes
  D1. Explore characteristics of 3D shapes
 	
E: Symmetry
  E1. Review lines of symmetry
	D1. Distinguish between 2 and 3D shapes.
	D1. Idetnify faces, edges, vertices of prisms.
	D1. Identify and name prisms.
	D1. Write properties of prisms.
	
	E1. Locate lines of symmetry in 2D shapes.
	E1. Draw missing parts of symmetric shapes.
					Endpoint (6.1)
					Line (6.1)
					Ray (6.1)
					Intersect (6.2)
					Right Angle (6.3)
					Side (6.3)
					Ange (6.3)
					Vertex (6.3)
					Full Turn (6.3)
					Half Turn (6.3)
					Counter Clockwise (6.3)
					Right Triangle (6.4)
					Equilateral Triangle (6.4)
					Adjacent Sides (6.5)
					Quadrangle (6.5)
					Regular Polygon (6.6)
					Plane Figures (6.6)
					Rotation (6.7)
					Degree (6.8)
					Digit (6.8)
					Symmetry (6.9)
					Line of Symmetry (6.9)
					Mirror Image (6.9)
					Congruent (6.10)
					Sphere (6.11)
					3-D Shapes (6.11)
					Apex (6.11)
					Base (6.11)
					Cone (6.11)
					Edge (6.11)
					Face (6.11)
					Hexagonal Prism (6.11)
					Parallel (6.11)
					Polyhedron (6.11)
					Pyramid (6.11)
					Rectangular prism (6.11)
					Triangular prism (6.11)

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February 2023

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: **What are multiplication and division patterns and basic facts used in everyday life?** **Unit 7** *A. Patterns in Products* *A1. Square number facts.* *A2. Multiplication* *A3. Division Patterns* *B. Multiplication Facts* *B1. Unknown multiplication facts.* *C. Fact Power*	A1. Identify factors, products, square numbers, and patterns in the multiplication facts table. A2. Use the multiplication/division facts table to generate fact families. A3. Use arrays to find square products. A4. Use the turn around rule to generate multiplication facts. B1. Identify square products. B2. Describe patterns	<u>**Unit 7 Math Learning Targets**</u> 1. I can use parentheses in proper order to solve a number sentence. 2. I can balance an equation when a numeral is missing. 3. I can multiply two factors to equal a product. 4. I can multiply using arrays, groups, and repeated addition. 5. I can solve a story problem using a two-step method.	 3.1.2.5 3.2.2.1 3.1.22 3.1.23 3.1.2.1	**CA=** EM Written Assessment 5 minute Timed Tests Optional Assessment: Star Quiz 7 Math Box Quizzes Learning Target FA-Formative Assessment Target Checks	<u>EM Curriculum Resources</u> Unit Math Masters Book Unit Differentiation Book Assessment Handbook EL Handbook Home Connection Handbook Teacher's Reference Manual Minute Math EM Skills Link Practice Book (Shared 3rd Grade

C1. Multiplication and division facts.	in factors and products.				Math Folder) EM Games per unit <u>Technology</u> BrainPop Jr. Moby Max EM Online Games EM Apps for iPad STMA website-teacher math resources <u>Vocabulary</u> Square product (7.1) Parentheses (7.4) Extended facts (7.6) Similar figures (7.9
D. Number models with parentheses *D1.Parentheses in number models.*	C1. Use Multiplication Facts to play Multiplication Bingo. C2. Solve What's my Rule problems				
E. Multiples of 2 and 3. *E1. Sums of products, using number models that contain parentheses.*	D1. Use addition, subtraction, and multiplication facts to solve number sentences. DA. Write number models with parentheses to match number stories.				

F. Extended Facts: Multiplication and Division
   F1. Multiply one digit numbers by multiples of 10, 100, 1000.
   F2. Divide multiples by one digit numbers.
	E1. Write equivalent names for 10.
	 E2. Apply properties of multiplication and addition to solve problems.				

G. Estimating Cost *G1. Determine when an estimate is appropriate and they practice making estimates.*	F1. Recognize multiples of 10. F2. Use multiplication facts to solve division problems. F3. Use relationships between units of time to solve number				
H. Extended Facts: Products of 10's tens .					

Content	Skills				
H1. Multiply multiples of 10 by multiples of 10. *I. Explorations: Exploring ratios and geometric figures.* *I1. Polygons, solving ratio problems, and expiring geometric configurations.*	stories. G1. Calculate the cost of an item. G2. Discuss situations to make an estimate or compute an exact answer. H1. Find multiples of 10 H2. Find products of multiples of 10. I1. Use equal groups to solve problems. I2. Use pattern blocks to explore similar polygons.				

March 2023

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology

UEQ: **What is the use of fractions and what are equivalent fractions?** **Unit 8** *A. Naming parts with fractions* * A1. Fractions to name equal parts.* *B. Probability* * B1.Predictions relating to probability.* *C. Explorations: Exploring fractions, reforming squares, and combinations.* * C1. Fractional relationships, spatial relationships, and combinations.* *D. Number lines relating to fractions* * D1. Number line as a model for fractions.* *E. Equivalent Fractions* * E1. Equivalent fractions.*	A1. Use manipulatives to solve problems involving fractional parts. A2. Use shaded regions to compare fractions. A3 .Identify equivalent halves and fourths. B1. Describe results of a random draw experiment using basic probability terms. B2. Make predictions from the results of a random draw experiment. C1. Solve problems involving fractional parts. C2. Explore polygon relationships by constructing figures from polygons. DA. Identify fractions on a number line. DA. Compare fraction using a number line model.	**Unit 8 Math Learning Targets** #1 I can recognize the top number (numerator) as the part and the bottom number (denominator) as the whole or total. #2 I can read and write a fraction on a number line or a ruler. #3 I can order and compare fractions that are greater, less, or equal. #4 I can write a fraction inside each part of a whole.	3.1.3.1 3.1.3.3 3.1.3.3 3.1.3.2	**CA=** Unit 8 Common Assessment: EM Written Assessment 5 minute Timed Tests Optional Assessment: Star Quiz 8 Math Box Quizzes Learning Target FA-Formative Assessment Target Checks	EM Curriculum Resources Unit Math Masters Book Unit Differentiation Book Assessment Handbook EL Handbook Home Connection Handbook Teacher's Reference Manual Minute Math EM Skills Link Practice Book (Shared 3rd Grade Math Folder) EM Games per unit Technology BrainPop Jr. Moby Max EM Online Games EM Apps for iPad

F. Comparing Fractions
  F1. Compare fractions using region models.
 	
G. Fractions Greater than One
  G1. Quantities greater than one with fractions and mixed numbers.
 	
H. Fractions in Number Stories
  H1. Number stories involving fractions.
 A. Naming parts with fractions   A1. Fractions to name equal parts.
 	
 B. Probability   B1.Predictions relating to probability.   C. Explorations: Exploring fractions, reforming squares, and combinations.   C1. Fractional relationships, spatial relationships, and combinations.
D. Number lines
	EA. Read and write fractions
	EA. Represent, identify, and generate equivalent fractions.
	
	FA. Read fractions
	FA. Compare fractions to 1/2.
	FA. Identify patterns and relationships between numerators and denominators.
	
	G1. Shade fractional parts to represent fractions greater than one.
	G2. Name mixed numbers and fractions.
	G3. Identify equivalent fractions.
	
	H1. Use pennies, counters, or pictures to solve fraction number stories.
	H2. Describe solution strategies for solving fraction number stories.
	H3. Measure and draw a line segment
					STMA website-teacher math resources
					
					Vocabulary
					
					Denominator (8.1)
					Equal (8.1)
					Numerator (8.1)
					Whole (8.1)
					Equivalent fraction (8.5)
					Mixed number (8.7)

relating to fractions D1. Number line as a model for fractions. E. Equivalent Fractions E1. Equivalent fractions. F. Comparing Fractions F1. Compare fractions using region models. G. Fractions Greater than One G1. Quantities greater than one with fractions and mixed numbers. H. Fractions in Number Stories H1. Number stories involving fractions.	to the nearest one fourth inch.

April 2023

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: **How do we use multiplication and division in our everyday lives?** **Unit 9**	A1. Compare and order numbers B1. Use strategies to solve one digit by multi digit mult. problems	<u>Unit 9 Math Learning Targets</u> 1. I can multiply a two or three digit number by a 1 digit number to find the product.	3.1.2.5	**CA=** EM Written Assessment 5 Minute Timed Tests Optional Assessments: Star Quiz 9 Mathbox Quiz	<u>EM Curriculum Resources</u> Unit Math Masters Book Unit Differentiation Book

A: Multiply and Divide
  A1: Multiples of 10,100,1000
 	
B: Using mental math
  B1. Mult. 1 digit by multi digit
 	
C: Arrays, Areas, Fractions
  C1. Mult. with base 10 blocks
  C2. Area relationships
 	
D: Mult. algorithms
  D1. Partial product
  D2. One digit to multidigit
 	
E: Buying
  E1. Mental math multiplication
  E2. Partial product
 	
F: Factors
  F1. Whole number factors
 	
G: Sharing money
  G1. Share whole number dollars equally
	C1. Use arrays to model multiplication
	C2. Count squares to find the total area
	
	D1. Apply place value concepts to find partial product
	D2. Use arrays to model multiplication.
	
	E1. Use mult. facts to make estimates
	E2. Apply partial product algorithm
	
	F1. Use multiplication facts to find whole number factors.
	
	G1. Model money exchanges with manipulatives.
	
	H1. Use equal sharing to solve number stories.
	H2. Interpret calculator displays for remainders and equal sharing.
	
	I1. Use addition and multiplication facts to
		2. I can make change up to a dollar in several ways.
		
		3. I can solve a number story by sharing equally and writing a number sentence.
		
		4. I can complete an input/output table using multiplication.
			3.3.3.3
			
			3.1.2.3
			
			3.2.1.1
				Learning Target
				 FA-Formative Assessment
				Target Checks
				
				CA=
				Unit 10 Common Assessment:
				EM Written Assessment
				5 minute Timed Tests
				
				Optional Assessment:
				Star Quiz 10
				Math Box Quizzes
				
				Learning Target
				 FA-Formative Assessment
				Target Checks
					Assessment Handbook
					EL Handbook
					Home Connection Handbook
					Teacher's Reference Manual
					Minute Math
					EM Skills Link Practice Book
					 (Shared 3rd Grade Math Folder)
					
					EM Games per unit
					
					<u>Technology</u>
					
					 BrainPop Jr.
					
					 Moby Max
					
					 EM Online Games
					
					 EM Apps for iPad
					
					 STMA website-teacher math resources
					
					<u>Vocabulary</u>
					Algorithm (9..4)
					Lattice Multiplication (9.9)

H: Broken calculator division
   H1. Computational strategies for division
   H2. Interpret remainders
 	
I: Lattice
   I1. Lattice Method
 	
J: Exploring arrays, equilateral triangles
   J1. 2 digit multiplication
   J2. Number patterns
 	
K: Products of 2 digit numbers
   K1. Partial product
   K2. 2 digit multiples of 10
 	
L: Positive and Negative Numbers
   L1. Positive and Negative numbers
	solve lattice.
	
	J1. Use arrays to model multiplication.
	J2. Collect and organize data in a table.
	
	K1. Use addition and multiplication facts to solve partial product.
	K2. Use base 10 blocks and arrays to find products of 2 digit multiples of 10.
	
	L1. Compare and solve number stories involving positive and negative numbers.
					Celsius (9.13)
					Fahrenheit (9.13)

UEQ: **What are the units and tools of measure for weight, length, and capacity?**
 	
Unit 10
 	
A. Length
  A1. Review units, tools, and measuring length in U.S. customary and metric systems
 	
B. Volume
  B1. Guide students as they explore volume of rectangular prisms.
 	
C. Weight
  C1. Review metric and U.S. customary units of weight.
  C2. Guide students as they examine and read various scales.
 	
D. Exploring Weight and Volume
  D1. Provide opportunities to order objects by volume, build prisms with the
	A1. Measure line segments to the nearest 1/2 inch and centimeter.
	A2. Label points on a ruler.
	A3. Describe relationships among units of length.
	
	B1. Measure length and area to the nearest centimeter.
	B2. Identify parallel and bases of a rectangular prism.
	
	C1. Compare numbers to interpret intervals.
	C2. Order objects by weight.
	C3. Compare predictions to actual weights.
	
	D1. Use multiplication facts to find the area of the base of a rectangular prism.
	D2. Predict and test the volume of objects.
	D3. Build rectangular prisms with
		Unit 10 Math Learning Targets
		
		#1 I can find the amount of time that has passed by.
		
		 #2 I can tell time to the minute.
		
		 #3 I can read several thermometers to find the difference in temperatures.
		
		 #4 I can label the parts of different graphs.
		
		 #5 I can understand the data on different graphs.
			3.3.3.2
			
			3.3.3.1
			
			3.3.3.4
			
			3.4.1.1
			
			3.4.1.1		

same volume but different dimensions, and measure weight with different scales
 	
E. Capacity
  E1. Explore concept of capacity
  E2. Demonstrate equivalent capacities
 	
F. Mean and Median
  F1. Introduce the mean of a set of data
  F2. Review the median of a set of data
 	
G. Calculating the Mean
  G1. Guide students as they calculate the mean of a set of data
  G2. Review the median of a set of data
 	
H. Calculator Memory
  H1. Introduce the memory keys on a calculator
 	
I.Frequency Distributions
	centimeter cubes.
	D4. Identify the bases of rectangular prisms.
	
	E1. Describe relationships among measures.
	E2. Compare fractions.
	E3. Use multiplication facts to find customary-unit equivalencies.
	
	F1. order whole numbers.
	F2. Use data to complete a bar graph.
	F3. Find the median and mean of data sets.
	F4. Use graphs to ask and answer questions.
	
	G1. Add 2 and 3 digit numbers with a calculator.
	G2. Collect and organize data.
	G3. Find the median and mean of a data set.
	G4. Use graphs to answer questions and				

I1. guide students construction of frequency tables I2. guide students as they find median, mean, and mode of a set of data J.Coordinate Grids J1. Introduce plotting coordinates on coordinate grids	draw conclusions. H1. Use addition and subtraction facts to solve problems. H2. Use mental arithmetic and calculators to solve addition and subtraction problems I1. Order whole numbers I2. Collect and organize data to create a frequency table. I3. Find the median and mode of a set of data. J1. Order numbers on a number line J2. Draw line segments to connect plotted points on a coordinate grid.				

May 2023

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: **How are chance and probability used in everyday life?** **Unit 11** A. The Length-of- Day Project Revisited 　A1. Guide students as they read and interpret line and bar graphs B. National High/Low Temperatures Summaries 　B1. Guide students as they organize, graph, and interpret data C. Spinner Experiments 　C1. Guide students as they collect and interpret data using spinner experiments D. Design Spinners 　D1. Guide students	A1. Use addition and subtraction to solve problems with time. A2. Use graphs to draw conclusions. B1. find the difference between high and low temperatures. B2. Use data to create a frequency table and bar graph. B3. Find the maximum, minimum, and the median of a set of data. C1. Apply equivalent fractions to shade fractional parts of a circle C2. Organize and use correct terms in a probability experiment D1. Share strategies for solving problems. D2. Predict and conduct probability experiments.			**CA=** Unit 11 Common Assessment: EM Written Assessment 5 minute Timed Tests Optional Assessment: Star Quiz 11 Math Box Quizzes	<u>EM Curriculum Resources</u> Unit Math Masters Book Unit Differentiation Book Assessment Handbook EL Handbook Home Connection Handbook Teacher's Reference Manual Minute Math EM Skills Link Practice Book (Shared 3rd Grade Math Folder) EM Games per unit <u>Technology</u> BrainPop Jr. Moby Max

as they represent the likelihood of outcomes with visual models E. Using Data to Predict Outcomes E1. Guide students as they predict, organize, and analyze data.	D3. Construct spinners using degrees in a circle E1. Record and draw conclusions from a set of data. E2. Use probability terms to discuss the results of a survey. E3. Use data to make predictions				EM Online Games EM Apps for iPad STMA website-teacher math resources Vocabulary Cubic centimeter (10.2) Height (10.2) Square inches (10.2) Volume (10.2) Capacity (10.3) Weight (10.3) Average (10.6) Mean (10.6) Frequency table (10.9) Ordered pair (10.10) Coordinate Grid (10.10)