3rd Grade - Chapter 1 - Place Value

Number and Operations in Base Ten | 10 days | September 2 to September 15

September 1 **HOLIDAY**	***September 2*** **Welcome Back to School**	***September 3*** **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 1-8*	***September 4*** **Lesson 1** Place Value Through Thousands *Pg 9-14*	***September 5*** **Lesson 2** Compare Numbers *Pg 15-20*
September 8 **Lesson 3** Order Numbers *Pg 21-26*	***September 9*** **Check My Progress** **Lesson 4** Round to the Nearest Ten *Pg 27-34*	***September 10*** **District Summative Assessment** **SA-3-F**	***September 11*** **Lesson 5** Round to the Nearest Hundred *Pg 35-40*	***September 12*** **Lesson 6** Problem Solving: Use the Four-Step Plan *Pg 41-46*
September 15 **Review and Reflect** *Pg 47-50* **CA-3-1**				

Common Core State Standards

Number and Operations in Base Ten
Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

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.

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.

Chapter 1 - Vocabulary

digit
expanded form
place value
standard form
word form
round

What Students Should Be Able To Do

☆Read, write and identify place value of whole numbers through thousands.
☆Use place value to compare numbers.
☆Use a number line and place value chart to order numbers through thousands.
☆Round numbers to the nearest ten.
☆Round numbers to the nearest hundred.

IXL Alignment

3RD GRADE
B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, L.1, L.3

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically. *
6) Attend to precision. *
7) Look for and make use of structure.
8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Roll 4 dice and create different numbers, with each die being a place value in a created number. For example, I roll a 4, 5, 2 & 6, I can create 2,546. 2 is in the thousands place, 5 is in the hundreds place,... Other options include what is the biggest/smallest number you can create? What is the number in the tens place?

3rd Grade - Chapter 2 - Addition

Number and Operations in Base Ten | 11 days | September 16 to September 30

	September 16 **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 51-60*	***September 17*** **Lesson 1** Addition Properties *Pg 61-66*	***September 18*** **Lesson 2** Patterns in the Addition Table *Pg 67-72*	***September 19*** **Lesson 3** Addition Patterns *Pg 73-78*
September 22 **Lesson 4** Add Mentally *Pg 79-84*	***September 23*** **Check My Progress** **Lesson 5** Estimate Sums *Pg 85-92*	***September 24*** **Lesson 6** Hands On: Use Models to Add *Pg 93-98*	***September 25*** **Lesson 7** Add Three-Digit Numbers *Pg 99-104*	***September 26*** **Check My Progress** **Lesson 8** Add Four-Digit Numbers *Pg 105-112*
September 29 **Lesson 9** Problem Solving: Reasonable Answers *Pg 113-118*	***September 30*** **Review and Reflect** *Pg 119-124* **CA-3-2**			

Common Core State Standards

Number and Operations in Base Ten
Use place value understanding and properties of operations to perform multi-digit arithmetic.
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.

Operations and Algebraic Thinking
Solve problems involving the four operations, and identify and explain patterns in arithmetic.
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.

Chapter 2 - Vocabulary

Properties of Addition:
Associative, Commutative, Identitiy
mental math
parentheses
pattern
estimate
reasonable
regroup
unknown
bar diagram

What Students Should Be Able To Do

☆Use addition properties to add whole numbers.
☆Identify patterns in the addition table.
☆Use mental addition strategies.
☆Use rounding to estimate sums.
☆Add three-digit numbers and use estimation to check for reasonableness.
☆Add four-digit numbers with regrouping.

IXL Alignment

3RD GRADE
C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, C.9, C.10, C.11, C.12, C.13, C.14, C.15, C.16

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically. *
6) Attend to precision. *
7) Look for and make use of structure.
8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Go to the link http://www.coolmath-games.com/1-number-games-addition-subtraction.html and play the addition and subtraction games. Encourage having fun while learning math.

3rd Grade - Chapter 3 - Subtraction

Number and Operations in Base Ten | 10 days | October 1 to October 14

		October 1 **Am I Ready?** Video Introduction My Math Words Foldables Activities *Pg 125-132*	***October 2*** **Lesson 1** Subtract Mentally *Pg 133-138*	***October 3*** **Lesson 2** Estimate Differences *Pg 139-144*
October 6 **Lesson 3** Problem Solving: Estimate or Exact Answer *Pg 145-150*	***October 7*** **Check My Progress** **Lesson 4** Hands On: Subtract with Regrouping *Pg 151-158*	***October 8*** **Lesson 5** Subtract Three-Digit Numbers *Pg 159-164*	***October 9*** **Lesson 6** Subtract Four-Digit Numbers *Pg 165-170*	***October 10*** **INSERVICE DAY**
October 13 **Lesson 7** Subtract Across Zeros *Pg 171-176*	***October 14*** **Review and Reflect** *Pg 177-182* **CA-3-3**			

Common Core State Standards

Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

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.

Operations and Algebraic Thinking

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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.

Chapter 3 - Vocabulary

regroup
inverse operation

What Students Should Be Able To Do

☆Use strategies to subtract mentally.
☆Estimate differences using rounding to the nearest ten or hundred.
☆Model subtraction with regrouping.
☆Subtract three-digit and four-digit numbers with regrouping.
☆Subtract across zeros.

IXL Alignment

3RD GRADE

D.1, D.2, D.3, D.4, D.5, D.6, D.7, D.8, D.9

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically. *
6) Attend to precision. *
7) Look for and make use of structure.
8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Go to the link http://www.coolmath-games.com/1-number-games-addition-subtraction.html and play the addition and subtraction games. Encourage having fun while learning math.

3rd Grade - Chapter 4 - Understand Multiplication

Operations and Algebraic Thinking | 8 days | October 15 to October 24

		October 15 **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 183-192*	***October 16*** **Lesson 1** Hands On: Model Multiplication *Pg 193-198*	***October 17*** **Lesson 2** Multiplication as Repeated Addition *Pg 199-204*
October 20 **Lesson 3** Hands On: Multiply with Arrays *Pg 205-210*	***October 21*** **Lesson 4** Arrays and Multiplication *Pg 211-216*	***October 22*** **Check My Progress** **Lesson 5** Problem Solving: Make a Table *Pg 217-224*	***October 23*** **Lesson 6** Use Multiplication to Find Combinations *Pg 225-230*	***October 24*** **Review and Reflect** *Pg 231-234* **CA-3-4**

Common Core State Standards

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

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.

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.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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.

Chapter 4 - Vocabulary

equal groups
multiplication
multiplication sentence
factors
multiply
product
array
Commutative Property of Multiplication
combination
tree diagram

What Students Should Be Able To Do

☆Use models to explore the meaning of multiplication.
☆Relate multiplication and addition.
☆Use arrays to explore and model multiplication.
☆Use arrays to multiply.
☆Use multiplication to find the total number of combinations that can be made when given two groups of objects.

IXL Alignment

3RD GRADE

E.1, E.2, E.3, E.4, E.5, E.6, E.7, E.8, E.9, E.10, E.11, E.12, E.13, E.14, E.15

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically. *
6) Attend to precision. *
7) Look for and make use of structure. *
8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Purchase flash cards and practice basic multiplication facts. Digital flashcards are available at http://www.factmonster.com/math/flashcards.html.

3rd Grade - Chapter 5 - Understand Division

Operations and Algebraic Thinking | 10 days | October 27 to November 7

October 27 **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 235-244*	***October 28*** **Lesson 1** Hands On: Model Division *Pg 245-250*	***October 29*** **Lesson 2** Division as Equal Sharing *Pg 251-256*	***October 30*** **Lesson 3** Relate Division and Subtraction *Pg 257-262*	***October 31*** **Check My Progress** **Lesson 4** Hands On: Relate Division and Multiplication *Pg 263-270*
November 3 **Lesson 5** Inverse Operations *Pg 271-276*	***November 4*** **Lesson 6** Problem Solving: Use Models *Pg 277-282*	***November 5*** **Catch Up Day**	***November 6*** **Review and Reflect** *Pg 283-286*	***November 7*** **CA-3-5**

Common Core State Standards

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 ÷ 8.

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 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.

Understand properties of multiplication and the relationship between multiplication and division.

6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers**.**

Chapter 5 - Vocabulary

division
divide
partition
division sentence
repeated subtraction
dividend
divisor
quotient
inverse operations
related facts
fact family

What Students Should Be Able To Do

☆Explore two meanings of division.
☆Model division as equal sharing.
☆Use models to relate division and subtraction.
☆Explore how division and multiplication are related.
☆Divide using related multiplication facts.

IXL Alignment

3RD GRADE

G.1, G.2, G.3, G.4, G.5, G.6, G.7, G.8, G.9, G.10, G.11, G.12, G.13, G.14, G.15

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically. *
6) Attend to precision. *
7) Look for and make use of structure.
8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Purchase flash cards and practice basic division facts. Digital flashcards are available at http://www.factmonster.com/math/flashcards.html.

3rd Grade - Chapter 6 - Multiplication and Division Patterns

Operations and Algebraic Thinking | 13 days | November 12 to December 5

November 10 **TEACHER INSERVICE**	***November 11*** **HOLIDAY**	***November 12*** **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 287-294*	***November 13*** **Lesson 1** Patterns in the Multiplication Table *Pg 295-300*	***November 14*** **Lesson 2** Multiply by 2 *Pg 301-306*
November 17 **Lesson 3** Divide by 2 *Pg 307-312*	***November 18*** **Lesson 4** Multiply by 5 *Pg 313-318*	***November 19*** **Lesson 5** Divide by 5 *Pg 319-324*	***November 20*** **Check My Progress** **Lesson 6** Problem Solving: Look For a Pattern *Pg 325-332*	***November 21*** **Catch Up Day**
December 1 **Multiplication and Division:** Practice Days	***December 2*** **Lesson 7** Multiply by 10 *Pg 333-338*	***December 3*** **Lesson 8** Multiples of 10 *Pg 339-344*	***December 4*** **Lesson 9** Divide by 10 *Pg 345-350*	***December 5*** **Review and Reflect** *Pg 351-356* **CA-3-6**

Common Core State Standards

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

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.
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 ÷ 8.
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.
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 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)
6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

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

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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.

Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

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.

Chapter 6 - Vocabulary

multiple

What Students Should Be Able To Do

☆Identify and explain patterns in the multiplication table.
☆Use arrays, drawings and patterns to multiply by 2, 5 or 10.
☆Use arrays, drawings, patterns and related multiplication facts to divide by 2, 5 or 10.
☆Use basic facts and patterns to multiply a number by a multiple of 10.

IXL Alignment

3RD GRADE

F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12, F.13, H.1, H.2, H.3, H.4, H.5, H.6, H.7, H.8, H.9, H.10, H.11, H.12

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically. *
6) Attend to precision. *
7) Look for and make use of structure. *
8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Skip count with your child whenever possible. For example let's count by 2's to 22. Then take turns saying 2, 4, 6, 8, 10, ... Other examples count by 1's, count by 2's, count by 5's and count by 10's.

3rd Grade - Chapter 7 - Multiplication and Division

Operations and Algebraic Thinking | 10 days | December 9 to December 20

December 8 **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 357-364*	***December 9*** **Lesson 1** Multiply by 3 *Pg 365-370*	***December 10*** **Lesson 2** Divide by 3 *Pg 371-376*	***December 11*** **Lesson 3** Hands On: Double a Known Fact *Pg 377-382*	***December 12*** **Lesson 4** Multiply by 4 *Pg 383-388*
December 15 **Lesson 5** Divide by 4 *Pg 389-394*	***December 16*** **Check My Progress** **Lesson 6** Problem Solving: Extra or Missing Information *Pg 395-402*	***December 17*** **Lesson 7** Multiply by 0 and 1 *Pg 403-408*	***December 18*** **Lesson 8** Divide with 0 and 1 *Pg 409-414*	***December 19*** **Review and Reflect** *Pg 415-420* **CA-3-7**

Common Core State Standards

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

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.
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 ÷ 8.
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.
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 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)
6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

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

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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.

Chapter 7 - Vocabulary

known fact
decompose
Identity Property of Multiplication
Zero Property of Multiplication

What Students Should Be Able To Do

☆Use different strategies, such as arrays, equal groups and properties to multiply by 3.
☆Use different strategies, including related multiplication facts, to divide by 3 or 4.
☆Double a known fact to multiply by 4.
☆Use different strategies, such as equal groups, patterns and properties, to multiply by 0 and 1.
☆Use division rules to divide with 0 and 1.

IXL Alignment

3RD GRADE

F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12, F.13, H.1, H.2, H.3, H.4, H.5, H.6, H.7, H.8, H.9, H.10, H.11, H.12

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically. *
6) Attend to precision. *
7) Look for and make use of structure. *
8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Skip count with your child whenever possible. For example let's count by 3's to 30. Then take turns saying 3, 6, 9, 12, 15, ... For this chapter count by 3's and count by 4's.

3rd Grade - Chapter 8 - Apply Multiplication and Division

Operations and Algebraic Thinking | 15 days | January 5 to January 23

January 5 **WORK DAY**	***January 6*** **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 421-428*	***January 7*** **Lesson 1** Multiply by 6 *Pg 429-434*	***January 8*** **Lesson 2** Multiply by 7 *Pg 435-440*	***January 9*** **Lesson 3** Divide by 6 and 7 *Pg 441-446*
January 12 **Check My Progress** **Lesson 4** Multiply by 8 *Pg 447-454*	***January 13*** **Lesson 5** Multiply by 9 *Pg 455-460*	***January 14*** **Lesson 6** Divide by 8 and 9 *Pg 461-466*	***January 15*** **Check My Progress** **Lesson 7** Problem Solving: Make an Organized List *Pg 467-474*	***January 16*** **Lesson 8** Multiply by 11 and 12 *Pg 475-480*
January 19 **HOLIDAY**	***January 20*** **Lesson 9** Divide by 11 and 12 *Pg 481-486*	***January 21*** **Review and Reflect** *Pg 487-492* **CA-3-8**	***January 22*** **Performance Task 1** Cookie Monster **Lesson Plan, Task & Rubric are on the wiki*	***January 23*** **Performance Task 1** Cookie Monster **Lesson Plan, Task & Rubric are on the wiki*

Common Core State Standards

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

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.

2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 ÷ 8.

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.

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 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)

6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

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

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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.

Chapter 8 - Vocabulary

none
(all review vocabulary)

What Students Should Be Able To Do

☆Use different strategies, such as arrays, properties, doubling a known fact, drawings and equal groups, to multiply by 6, 7, 8, 9, 11 and 12.
☆Use different strategies, such as arrays, properties, repeated subtraction, drawings and related facts, to divide by 6, 7, 8, 9, 11 and 12.

IXL Alignment

3RD GRADE
I.1, I.2, I.3, I.4, K.3, K.4

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically. *
6) Attend to precision. *
7) Look for and make use of structure.
8) Look for and express regularity in repeated reasoning. *

Potential Parent Support

Skip count with your child whenever possible. For example let's count by 6's to 60. Then take turns saying 6, 12, 18, 24, 30, ... For this chapter count by 6's, 7's, 8's, 9's, 11's and 12's.

3rd Grade - Chapter 9 - Properties and Equations

Operations and Algebraic Thinking | 12 days | January 26 to February 10

January 26 **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 493-500*	***January 27*** **Lesson 1** Hands On: Take Apart to Multiply *Pg 501-506*	***January 28*** **Lesson 2** The Distributive Property *Pg 507-512*	***January 29*** **Lesson 3** Hands On: Mulitply Three Factors *Pg 513-518*	***January 30*** **Lesson 4** The Associative Property *Pg 519-524*
February 2 **Check My Progress** **Lesson 5** Write Expressions *Pg 525-532*	***February 3*** **Lesson 6** Evaluate Expressions *Pg 533-538*	***February 4*** **Lesson 7** Write Equations *Pg 539-544*	***February 5*** **Lesson 8** Solve Two-Step Word Problems *Pg 545-550*	***February 6*** **Lesson 9** Problem Solving: Use Logical Reasoning *Pg 551-556*
February 9 **Review and Reflect** *Pg 557-560* **&** **Catch Up Day**	***February 10*** **CA-3-9**			

Common Core State Standards

Operations and Algebraic Thinking

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)

Multiply and divide within 100.

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

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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.

Chapter 9 - Vocabulary

Distributive Property
Associative Property of Multiplication
operations
expression
evaluate
variable
equation

What Students Should Be Able To Do

☆Explore how to take apart factors to multiply.
☆Use the Distributive Property to find products.
☆Explore how to find the product of three factors.
☆Apply the Associative Property of Multiplication to find products.
☆Write expressions using the four operations.
☆Write, then find the value of expressions.
☆Represent one- and two-step word problems using equations with a variable.
☆Represent and solve two-step word problems using equations with a variable.

IXL Alignment

3RD GRADE
K.1, K.2, K.3, K.4, J.5, J.6, J.8

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically.
6) Attend to precision.
7) Look for and make use of structure. *
8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Have your child practice creating equations. Can you tell me a way to make 24 using addition? (20 + 4) Can you tell me a way to make 24 using multiplication and addition? (5 x 4 + 4)

3rd Grade - Chapter 10 - Fractions

Number and Operations - Fractions | 11 days | February 11 to February 25

		February 11 **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 561-568*	***February 12*** **Lesson 1** Unit Fractions *Pg 569-574*	***February 13*** **Lesson 2** Part of a Whole *Pg 575-580*
February 16 **HOLIDAY**	***February 17*** **Lesson 3** Part of a Set *Pg 581-586*	***February 18*** **Lesson 4** Problem Solving: Draw a Diagram *Pg 587-592*	***February 19*** **Check My Progress** **Lesson 5** Hands On: Fractions on a Number Line *Pg 593-600*	***February 20*** **Lesson 6** Equivalent Fractions *Pg 601-606*
February 23 **Lesson 7** Fractions as One Whole *Pg 607-612*	***February 24*** **Lesson 8** Compare Fractions *Pg 613-618*	***February 25*** **Review and Reflect** *Pg 619-622* **CA-3-10**		

Common Core State Standards

Number and Operations—Fractions

Develop understanding of fractions as numbers.

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.

2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
a. 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.
b. 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. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
c. 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.
d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Geometry

Reason with shapes and their attributes.

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 as 1/4 of the area of the shape.

Chapter 10 - Vocabulary

fraction
unit fraction
numerator
denominator
equivalent fractions

What Students Should Be Able To Do

☆Explore and model unit fractions.
☆Read and write fractions that name part of a whole.
☆Use models to represent fractions that name part of a set.
☆Represent fractions on a number line.
☆Use models to find equivalent fractions.
☆Express whole numbers as fractions and recognize fractions equivalent to whole numbers.
☆Use models to compare two fractions and record the results.

IXL Alignment

3RD GRADE

S.1, S.2, S.3, S.4, S.5, S.6, S.7, S.8, S.9, S.10, S.11, S.12, S.13, S.14

Standards for Mathematical Practice

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3) Construct viable arguments and critique the reasoning of others. *
4) Model with mathematics. *
5) Use appropriate tools strategically. *
6) Attend to precision. *
7) Look for and make use of structure.
8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Have a pizza night with the family. Have your son or daughter compute the total fraciton of the pizza that was consumed by each family member? Ask tougher questions, "Dad ate 8/16 which is also which fraciton?"

3rd Grade - Chapter 11 - Measurement

Measurement and Data | 12 days | February 26 to March 13

			February 26 **Am I Ready?** Video Introduction My Math Words Foldables Activity *Pg 623-632*	***February 27*** **Lesson 1** Hands On: Estimate and Measure Capacity *Pg 633-638*
March 2 **Lesson 2** Solve Capacity Problems *Pg 639-644*	***March 3*** **Lesson 3** Hands On: Estimate and Measure Mass *Pg 645-650*	***March 4*** **GRADING DAY**	***March 5*** **CONFERENCES**	***March 6*** **CONFERENCES**
March 9 **Lesson 4** Solve Mass Problems *Pg 651-656*	***March 10*** **Check My Progress** **Lesson 5** Tell Time to the Minute *Pg 657-664*	***March 11*** **Lesson 6** Time Intervals *Pg 665-670*	***March 12*** **Lesson 7** Problem Solving: Work Backward *Pg 671-676*	***March 13*** **Review and Reflect** *Pg 677-680* **CA-3-11**

Common Core State Standards

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

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.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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.

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

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.

Chapter 11 - Vocabulary

capacity
liquid volume
liter (L)
metric unit
milliliter (mL)
unit
gram(g)
kilogram(kg)
mass
analog clock
digital clock
time interval

What Students Should Be Able To Do

☆Estimate and measure liquid volume using metric units of capacity.
☆Use the four operations to solve one-step word problems involving liquid volume.
☆Estimate and measure metric units of mass.
☆Use the four operations to solve one-step word problems involving mass.
☆Tell time to the nearest minute.
☆Determine time intervals to solve problems.

IXL Alignment

3RD GRADE

O.1, O.2, O.3, O.5, O.6, O.7, O.8, Q.3, Q.4, Q.5, Q.6, Q.7, Q.8, Q.9, Q.10, Q.11, Q.12, Q.13

Standards for Mathematical Practice

1) Make sense of problems and persevere in solving them. *
2) Reason abstractly and quantitatively. *
3) Construct viable arguments and critique the reasoning of others. *
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8) Look for and express regularity in repeated reasoning.

Potential Parent Support

Find an analog clock around the house and ask your children, "What time is it?" at various times during the day. Practice counting by 5's when finding the time.