

East Newark Public School
Mathematics Curriculum
Grade 3



Equity Statement:

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Course Description:

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Focus Area 1:

Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

Focus Area 2:

Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

Focus Area 3:

Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

Focus Area 4:

Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Course Modifications:

The course instructor will determine, with the assistance of administrators, teacher assistants/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Grade 3 Pacing Guide:

UNIT		STANDARDS	PACING
Unit 1: Introduction to Multiplication and Division			
1A	Meaning of Multiplication and Division	3.OA.1, 3.OA.2, 3.OA.6	8 days
1B	Multiplication and Division of 2, 3, 4, 5, and 10	3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8	17 days
1C	Addition and Subtraction	3.MD.2, 3.NBT.1, 3.NBT.2, 3.OA.8	15 days
Unit 2: Multiplication and Division With Area			
2A	Multiplication and Division Facts of 6-9, 0, and Multiples of 10	3.OA.3, 3.OA.7, 3.OA.8, 3.OA.9, 3.NBT.3	20 days
2B	Representing Multiplication with Area	3.MD.5a, 3.MD.5b, 3.MD.6, 3.MD.7a-d	13 days
2C	Area and Perimeter	3.G.1, 3.MD.8	13 days
Unit 3: Introduction to Fractions			
3A	Understanding Fractions	3.NF.1, 3.NF.2a, 3.NF.2b, 3.G.2	14 days
3B	Fraction Equivalence and Comparison	3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d	13 days
3C	Data and Measurement	3.MD.1, 3.MD.3, 3.MD.4	18 days
Unit 4: Measurement Applications			
4A	Applications of Measurement and Data	3.OA.7, 3.OA.8, 3.MD.1, 3.MD.4	16 days
4B	Reflection of the Year	3.OA.7, 3.MD.4, 3.MD.8, 3.NF.1, 3.NF.2, 3.NF.3	14 days

Marking Period	Unit Title	Recommended Instructional Days
1	Introduction to Multiplication and Division	40 days
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-CLKS within Unit
Strand:	Progress Indicator:	Essential Question/s:
Operations and Algebraic Thinking	<ul style="list-style-type: none"> ● 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. ● 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.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. ● 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 $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$. ● 3.OA.5: Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times$ 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. What are different models that can be used to represent multiplication? 2. What different strategies can be used to solve for unknowns? 3. What strategies can be used to solve multiplication and division word problems? 4. How are multiplication and division related? 5. What different strategies can you use to help you add and subtract within 1000? <p>Activity Description:</p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Interpret products of whole numbers as a total number of objects in the context of real-world problems. ● Use repeated addition to find the total number of objects arranged in an array and in equal groups and compare to the result of multiplication. ● Describe a context in which a total number of objects is represented by a product. ● Represent a word problem with a drawing showing equal groups, arrays, equal shares, and/or total objects. ● Represent a word problem involving multiplication and division with an equation using the multiplication. ● Determine which operation is needed to find the unknown. ● Multiply or divide, within 40, using strategies such as the relationship between multiplication and division.

	<p>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.)</p> <ul style="list-style-type: none"> ● 3.OA.6: Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 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 two one-digit numbers. ● 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. 	<ul style="list-style-type: none"> ● Multiply one digit numbers by multiples of 10. ● Represent a word problem with a drawing showing equal groups, arrays, equal shares, and/or total objects. ● Use a symbol to represent an unknown in an equation. ● Represent a word problem with an equation involving multiplication and division. ● Multiply or divide within 50 to solve word problems involving arrays. ● Multiply whole numbers using the commutative property as a strategy. ● Multiply whole numbers using the distributive property as a strategy. ● Represent two-step word problems with equation(s) containing unknowns. ● Solve two-step word problems involving all four operations. ● Measure and read a scale to estimate liquid volumes and masses of objects using standard units of grams(g), kilograms (kg) and liters (l). ● Use number lines and a hundreds charts to explain rounding numbers to the nearest 10 and 100. ● Use number lines and a hundreds charts to explain rounding numbers to the nearest 10 and 100. ● Round a whole number to the nearest 100. S5. Use place value understanding to round whole numbers to the nearest 10 or 100. ● Add and subtract two 3-digit whole numbers within 100 with accuracy and efficiency. ● 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. ● Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes with the same units by using drawings, such as a beaker with a measurement scale to represent the problem. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science -</p> <ul style="list-style-type: none"> ● 3-PS2-1 - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
<p>Number and Operations in Base Ten</p>	<ul style="list-style-type: none"> ● 3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100. ● 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. 	
<p>Measurement and Data</p>	<ul style="list-style-type: none"> ● 3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 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.	<ul style="list-style-type: none"> 3-PS2-2 - Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. 3-PS2-3 - Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 3-PS2-4 - Define a simple design problem that can be solved by applying scientific ideas about magnets.* 3-LS1-1 - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS2-1 - Construct an argument that some animals form groups that help members survive. 3-ESS2-1 - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-5-ETS1-1 - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Mathematics Practices		
<ul style="list-style-type: none"> Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. 		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<ul style="list-style-type: none"> Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills Motivation 	<ul style="list-style-type: none"> Emotional Awareness Internal Regulation Behavior Control Goal Pursuance Appreciating Social and Environment Diversity Adaptive Behavior Communication Social Engagement Constructive Thinking Consequence Evaluation Respect for Self and Others Enthusiasm Initiative Resilience 	<p>Technology -</p> <ul style="list-style-type: none"> 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Check for Understanding Questions Quizzes Class activities/participation Exit tickets 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Module Assessment iReady scores <p>Summative Assessments:</p> <ul style="list-style-type: none"> Module Test

- Unit Assessment

**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1, 3, 6-10, 17 • Student Activity Cards • Teacher Activity Cards • Numeral Cards • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1, 3, 6-10, 17 • Extra Practice pages • Anchor charts • Scaffolded explanations of topics • Manipulatives • Visual aids • Hands-on learning activities 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1, 3, 6-10, 17 • Visual aids • Manipulatives • Vocabulary with images and examples • Hands-on learning activities • Extra Practice pages • Anchor charts 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1, 3, 6-10, 17 • Student Activity Cards • Teacher Activity Cards • Numeral Cards • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters

Supplemental Resources

Technology:

- SmartBoards
- Chromebooks
- IXL
- Teacher Online Resources
- Applicable educational videos
- Virtual Manipulatives: Didax.com

**Differentiated Student Access to Content:
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Small group instruction • Peer tutoring • Modeling • Visual demonstrations • Encourage creative expression and thinking 	<ul style="list-style-type: none"> • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task 	<ul style="list-style-type: none"> • Use of translate materials and simplified language • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks 	<ul style="list-style-type: none"> • Enrichment book • Higher-level questions • Leading group work

	<ul style="list-style-type: none"> ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Provide the steps needed to complete the task ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments ● Small group work for more individualize attention 	
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
2	Multiplication and Division with Area	46
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CLKS within Unit
<i>Strand:</i>	<i>Progress Indicator:</i>	<u>Essential Question/s:</u>
Operations and Algebraic Thinking	<ul style="list-style-type: none"> ● 3.OA.5: Apply properties of operations as strategies to multiply and divide.2 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.) ● 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 two one-digit numbers. ● 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. 	<ol style="list-style-type: none"> 1. How can the relationship between multiplication and division be represented? 2. How does knowing basic multiplication facts and understanding place value help when multiplying one-digit whole numbers by multiples of ten? 3. How is area related to the operations of multiplication and addition? 4. How can two-dimensional shapes be described, analyzed and classified? 5. What is perimeter and how can the perimeter of an object be measured and found? 6. <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Multiply and divide within 100 with accuracy and efficiency. ● Represent a word problem with a drawing showing equal groups, arrays, equal shares, and/or total objects. ● Multiply whole numbers using the commutative property as a strategy. ● Multiply whole numbers using the associative property as a strategy. ● Represent a two-step word problem with an equation containing an unknown. ● Explain arithmetic patterns using properties of operations. ● Perform operations in the conventional order (no parentheses). ● Multiply to determine the total number of groups of 10. ● Multiply one-digit whole numbers by multiples of 10. ● Count unit squares in order to measure the area of a figure.
Number and Operations in Base Ten	<ul style="list-style-type: none"> ● 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. 	

<p>Measurement and Data</p>	<ul style="list-style-type: none"> ● 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). ● 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.7c: Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b is the sum of $a \times b$ and $b \times a$. Use area models to represent the distributive property in mathematical reasoning. ● 3.MD.7d: Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. ● 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 areas or with the same area and different perimeters. 	<ul style="list-style-type: none"> ● Use unit squares of centimeters, meters, inches, feet, and other units to measure the area of rectilinear figures. ● Multiply side lengths of a rectangle to find its area and compare the result to that found by tiling the rectangle with unit squares. ● Solve real world and mathematical problems involving measurement. ● Represent a rectangular area as the product of two whole numbers. ● Compare/contrast shapes by their attributes (sides, vertices, angles). ● Categorize shapes based on their attributes. ● Name shapes from visual representations ● Categorize quadrilaterals based on their attributes (rectangles share attributes of parallelograms). Solve real world problems finding the perimeter of polygons. ● Determine the perimeter of various plane shapes and irregular shapes given the side lengths. ● Determine the unknown side length given the perimeter and other sides. ● Show rectangles having the same perimeter and different areas. ● Show rectangles having different perimeters and the same area. ● Solve real world problems finding a missing side of a polygon given the perimeter. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science -</p> <ul style="list-style-type: none"> ● 3-LS1-1 - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. ● 3-LS2-1 - Construct an argument that some animals form groups that help members survive. ● 3-5-ETS1-1 - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. ● 3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. ● 3-5-ETS1-3 - Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
<p>Geometry</p>	<ul style="list-style-type: none"> ● 3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share 	<p>Technology -</p> <ul style="list-style-type: none"> ● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

	<p>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.</p>	
Mathematics Practices		
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Check for Understanding Questions ● Quizzes ● Class activities/participation ● Exit tickets 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Module Assessment ● iReady scores <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Module Test ● Unit Assessment
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 2, 4-6, 11, 19-20 ● Student Activity Cards ● Teacher Activity Cards ● Numeral Cards ● Dot Cards ● White Boards ● Connecting Cubes ● Number Cubes ● Visual Representations of Numbers and Number of Objects ● Counters 	<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 2, 4-6, 11, 19-20 ● Extra Practice pages ● Anchor charts ● Scaffolded explanations of topics ● Manipulatives ● Visual aids ● Hands-on learning activities 	<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 2, 4-6, 11, 19-20 ● Visual aids ● Manipulatives ● Vocabulary with images and examples ● Hands-on learning activities ● Extra Practice pages ● Anchor charts 	<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 2, 4-6, 11, 19-20 ● Student Activity Cards ● Teacher Activity Cards ● Numeral Cards ● Dot Cards ● White Boards ● Connecting Cubes ● Number Cubes ● Visual Representations of Numbers and Number of Objects ● Counters

Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> ● SmartBoards ● Chromebooks ● IXL ● Teacher Online Resources ● Applicable educational videos ● Virtual Manipulatives: didax.com

**Differentiated Student Access to Content:
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
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<ul style="list-style-type: none"> ● Small group instruction ● Peer tutoring ● Modeling ● Visual demonstrations ● Encourage creative expression and thinking 	<ul style="list-style-type: none"> ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Use of translate materials and simplified language ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Enrichment book ● Higher-level questions ● Leading group work
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
3	Introduction to Fractions	45 days
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit
<i>Strand:</i>	<i>Progress Indicator:</i>	<u>Essential Question/s:</u>
Number and Operations—Fractions	<ul style="list-style-type: none"> ● 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 $1/b$. ● 3.NF.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.NF.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.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. ● 3.NF.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. ● 3.NF.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. 	<ol style="list-style-type: none"> 1. What visual models are most useful when working with fractions? 2. What are different interpretations of a fraction? 3. What are different ways to compare fractions? 4. What is fraction equivalence and how can it be recognized? 5. How does a scale help us interpret bar and/or picture graphs? 6. How can we represent and solve time using a number line? <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Partition rectangles, and other shapes, into halves, thirds, fourths, sixths and eighths with equal areas and express each part as a unit fraction. ● Interpret the unit fraction $1/b$ as the quantity formed by 1 of b equal parts of a whole and the fraction a/b as the quantity formed by a parts of size $1/b$. ● Identify the fractional name of each part. ● Model and explain that a fraction a/b is the quantity formed by a parts of size $1/b$. ● Partition a number line into parts of equal sizes between 0 and 1 (halves, thirds, fourths, sixths and eighths). ● Plot unit fractions on the number line. ● Identify multiple parts (of length $1/b$) on the number line. ● Plot a fraction on the number line by marking off multiple parts of size $1/b$. ● Plot fractions equivalent to whole numbers including 0 and up to 5.

	<ul style="list-style-type: none"> ● 3.NF.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. 	<ul style="list-style-type: none"> ● Draw a number line depicting the position of $1/b$ (with $b = 2, 3, 4, 6,$ or 8) and labeling each. ● Find equivalent fractions (limited to fractions with denominators 2, 3, 4, 6 and 8). ● Explain why two fractions are equivalent; use a visual fraction model to support explanation. ● Write whole numbers as fractions. ● Identify fractions that are equivalent to whole numbers. ● Compare two fractions having the same numerator by reasoning about their size. ● Compare two fractions having the same denominator by reasoning about their size. ● Explain why comparing fractions that do not have the same whole is not valid (reason about their size and support reasoning with a model). ● Use $<$, $=$, and $>$ symbols to write comparisons of fractions and justify conclusions with a visual fraction model. ● Tell time and write time to the nearest minute using digital and analog clocks. ● Tell and write time to the nearest minute and measure time intervals in minutes. ● Use the number line as a visual model to determine intervals of time as jumps on a number line. ● Measure time intervals. ● Choose appropriate strategies to solve real world problems involving time. ● Draw scaled picture graphs with several categories. ● Draw scaled bar graphs with several categories. ● Analyze, interpret and create bar graphs and pictographs in real world situations. ● Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. ● Measure length using rulers marked with inch, quarter inch and half inch. ● Generate measurement data by measuring length and create a line plot of the data. ● Accurately measure several small objects using a standard ruler and display findings on a line plot. ● Display data on line plots with horizontal scales in whole numbers, halves, and quarters. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p>
Measurement and Data	<ul style="list-style-type: none"> ● 3.MD.A.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. ● 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. ● 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. 	
Geometry	<ul style="list-style-type: none"> ● 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 as $1/4$ of the area of the shape. 	
Mathematics Practices		
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. 		

<ul style="list-style-type: none"> ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 		<p>Science -</p> <ul style="list-style-type: none"> ● 3-LS1-1 - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. ● 3-LS3-1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. ● 3-LS3-2 - Use evidence to support the explanation that traits can be influenced by the environment. ● 3-LS4-1 - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. ● 3-LS4-2 - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. ● 3-LS4-3 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. ● 3-ESS2-1 - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <p>Technology -</p> <ul style="list-style-type: none"> ● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 	
<p>Social and Emotional Learning: <i>Competencies</i></p>		<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 		<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Check for Understanding Questions ● Quizzes ● Class activities/participation ● Exit tickets 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Module Assessment ● iReady scores <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Module Test ● Unit Assessment 	
<p>Differentiated Student Access to Content: <i>Teaching and Learning Resources/Materials</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>

	<i>IEP/504/At-Risk/ESL</i>		
<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 8, 12, 13-16, 18 • Student Activity Cards • Teacher Activity Cards • Numeral Cards • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 8, 12, 13-16, 18 • Extra Practice pages • Anchor charts • Scaffolded explanations of topics • Manipulatives • Visual aids • Hands-on learning activities 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 8, 12, 13-16, 18 • Visual aids • Manipulatives • Vocabulary with images and examples • Hands-on learning activities • Extra Practice pages • Anchor charts 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 8, 12, 13-16, 18 • Student Activity Cards • Teacher Activity Cards • Numeral Cards • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters

Supplemental Resources

- Technology:**
- SmartBoards
 - Chromebooks
 - IXL
 - Teacher Online Resources
 - Applicable educational videos
 - Virtual Manipulatives: Didax.com
 - Desmos
 - Toy Theater

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Small group instruction • Peer tutoring • Modeling • Visual demonstrations • Encourage creative expression and thinking 	<ul style="list-style-type: none"> • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Use visuals to demonstrate/model the processes • Extra time for work 	<ul style="list-style-type: none"> • Use of translate materials and simplified language • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently 	<ul style="list-style-type: none"> • Enrichment book • Higher-level questions • Leading group work

	<ul style="list-style-type: none"> ● Modified assignments ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments ● Small group work for more individualize attention 	
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
4	Measurement Applications	30
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit
Strand:	Progress Indicator:	Essential Question/s:
Operations and Algebraic Thinking	<ul style="list-style-type: none"> ● 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 two one-digit numbers. ● 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. 	<ol style="list-style-type: none"> 1. How do we apply the concept of area and perimeter to solve real world problems? 2. What strategies can be used to solve multiplication and division word problems? 3. What strategies can you use to represent fraction equivalence? 4. How does a scale help us interpret bar and/or picture graphs? <p>Activity Description:</p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Show rectangles having the same perimeter and different areas. ● Show rectangles having different perimeters and the same area. ● Solve real world problems finding a missing side of a polygon given the perimeter. ● Generate measurement data by measuring length and create a line plot of the data. ● Display data on line plots with horizontal scales in whole numbers, halves, and quarters. ● Fluently multiply and divide within 100. ● Use multiplication and division within 100 to solve word problems in situations involving equal groups. ● Show rectangles having different perimeters and the same area. ● Solve real world problems finding a missing side of a polygon given the perimeter. ● Solve real world and mathematical problems involving measurement. ● Solve real world and mathematical problems involving measurement. ● Explain why two fractions are equivalent; use a visual fraction model to support explanation.
Number and Operations in Base Ten	<ul style="list-style-type: none"> ● 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. 	
Number and Operations—Fractions	<ul style="list-style-type: none"> ● 3.NF.1: Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. ● 3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram. ● 3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. 	
Measurement and Data	<ul style="list-style-type: none"> ● 3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and 	

	<p>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.</p> <ul style="list-style-type: none"> ● 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. ● 3.MD.7d: Relate area to the operations of multiplication and addition. Recognize the area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. ● 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 areas or with the same area and different perimeters. 	<p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science -</p> <ul style="list-style-type: none"> ● 3-LS3-1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. ● 3-LS3-2 - Use evidence to support the explanation that traits can be influenced by the environment. ● 3-LS3-1 - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. ● 3-LS3-2 - Use evidence to support the explanation that traits can be influenced by the environment. ● 3-LS4-1 - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. ● 3-5-ETS1-1 - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. ● 3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. . <p>Technology -</p> <ul style="list-style-type: none"> ● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Mathematics Practices		
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	

<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making • Social Awareness • Relationship Skills • Motivation 	<ul style="list-style-type: none"> • Emotional Awareness • Internal Regulation • Behavior Control • Goal Pursuance • Appreciating Social and Environment Diversity • Adaptive Behavior • Communication • Social Engagement • Constructive Thinking • Consequence Evaluation • Respect for Self and Others • Enthusiasm • Initiative • Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Check for Understanding Questions • Quizzes • Class activities/participation • Exit tickets 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Module Assessment • iReady scores <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Module Test • Unit Assessment 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
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<ul style="list-style-type: none"> • Objects • Counters 			<ul style="list-style-type: none"> • Counters
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Supplemental Resources

Technology:

- SmartBoards
- Chromebooks
- IXL
- Teacher Online Resources
- Applicable educational videos
- Toy Theater
- Mathigon
- PBS Learning Media
- Virtual Manipulatives: Didax.com

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

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LIFE LITERACIES & KEY SKILLS	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>