

Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 15 days
Domain: Operations and Algebraic Thinking and Operations in Base Ten *	Chapter 1: Addition and Subtraction within 1,000			
New Jersey Student Learning Standards (NJSLS)				
Solve problems involving the four operations and identify and explain patters in arithmetic.	3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		
Solve problems involving the four operations and identify and explain patterns in arithmetic.	3.OA.D.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.		
Use place value understanding and properties of operations to perform, multi-digit arithmetic.	3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.		
	3.NBT.A.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.		
Differentiated Instruction		Essential Question:		
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• How can you add and subtract whole numbers and decide is an answer is reasonable?</li></ul>		
Knowledge: Students will...		Assessments:		
<ul style="list-style-type: none"><li>• Identify and describe whole number patterns and solve problems</li><li>• Round 2 and 3 digit numbers to the nearest ten or hundred</li><li>• Use compatible numbers and rounding to estimate sums</li><li>• Count by tens and ones, use a number line, make compatible numbers, or use friendly numbers to find sums mentally</li><li>• Use the Commutative and Associative Properties of Addition to add more than two addends.</li></ul>		<ul style="list-style-type: none"><li>• GoMath Pre-Tests</li><li>• Teacher observations</li><li>• Student Assessments—Go Math Chapter tests</li><li>• Unit Test</li><li>• Enrichment test</li><li>• Basic facts review</li><li>• On Demand 1</li></ul>		

- Use compatible numbers and rounding to estimate differences
- Use a number line, friendly numbers, or the break apart strategy to find difference mentally
- Use place value to subtract 3 digit numbers
- Use the combine place values strategy to subtract 3 digit numbers.
- Solve addition and subtraction problems by using the strategy draw a diagram.

## RESOURCES

### Go Math Resources

- Animated Math Models
- iTools
- Student Workbooks
- Mega Math
- Grab and Go Differentiated Center Kit
- Math Concept Readers
- ELL Lessons- as needed
- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed

## ONLINE RESOURCES

<http://www.math-play.com/soccer-math-subtracting-two-digit-numbers/subtracting-two-digit-numbers.html>

[http://www.learn4good.com/games/kids/double\\_digits.htm](http://www.learn4good.com/games/kids/double_digits.htm)

<http://www.prongo.com/math/addition.html>

<http://www.dositey.com/2008/addsub/add3dig.htm>

<http://www.math-play.com/Addition->

[Game.html](#)

<http://www.coolmath4kids.com/subtraction/number-monster-subtraction-2n3digit.htm>

Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 10 days
Domain: Measurement and Data	Chapter 2: Represent and Interpret Data			
New Jersey Student Learning Standards (NJSLs)				
Represent and interpret data	3.MD.B3	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.		
	3.MD.B4	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.		
Differentiated Instruction		Essential Question:		
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• How can you represent and interpret data?</li></ul>		
Knowledge: Students will...		Assessments:		
<ul style="list-style-type: none"><li>• Organize data in tables and solve problems using the strategy <i>make a table</i></li><li>• Read and interpret data in a scaled picture graph</li><li>• Draw a scaled picture graph to show data in a table</li><li>• Read and interpret data in a scaled bar graph</li><li>• Draw a scaled bar graph to show data in a table or picture graph</li><li>• Solve one- and two-step compare problems using data represented in scaled bar graphs</li><li>• Read and interpret data in a line plot and use data to make a line plot</li></ul>		<ul style="list-style-type: none"><li>• GoMath Pre-Tests</li><li>• Teacher observations</li><li>• Student Assessments—Go Math Chapter tests</li><li>• Unit Test</li><li>• Enrichment test</li><li>• Basic facts review</li><li>• On Demand 2</li></ul>		

## RESOURCES

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- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed

## ONLINE RESOURCES

<http://www.kidsmathgamesonline.com/numbers/mathdata.html>

<http://classroom.jc-schools.net/basic/math-graph.html>

<http://mrnussbaum.com/coolgraphing/>

[http://www.superteacherworksheets.com/graphing\\_MBFM.html](http://www.superteacherworksheets.com/graphing_MBFM.html)

[http://www.superteacherworksheets.com/graphing\\_MBFM.html](http://www.superteacherworksheets.com/graphing_MBFM.html)

Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 10 days
Domain: Operations and Algebraic Thinking	Chapter 3- Understand Multiplication			
New Jersey Student Learning Standards (NJSLS)				
Solve problems involving the four operations, and identify and explain patterns in arithmetic	3.OA.D8	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		
Represent and solve data involving multiplication and division.	3.OA.A1	Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total number of objects can be expressed as 5 x 7.		
	3.OA.A3	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.	3.OA.B5	Apply properties of operations as strategies to multiply and divide		
Differentiated Instruction		Essential Question:		
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• How can you use multiplication to find out how many in all?</li></ul>		

Knowledge: Students will...	Assessments:
<ul style="list-style-type: none"> <li>• Model and skip count objects in equal groups to find out how many there are.</li> <li>• Write an addition sentence and a multiplication sentence for a model.</li> <li>• Model and skip count on a number line to find out how many there are.</li> <li>• Solve one- and two-step problems by using the strategy <i>draw a diagram</i></li> <li>• Use arrays to model products and factors</li> <li>• Model the Commutative Property of Multiplication and use it to find products</li> <li>• Model multiplication with the factors 1 and 0</li> </ul>	<ul style="list-style-type: none"> <li>• GoMath Pre-Tests</li> <li>• Teacher observations</li> <li>• Student Assessments—Go Math Chapter tests</li> <li>• Unit Test</li> <li>• Enrichment test</li> <li>• Basic facts review On Demand 3</li> </ul>
RESOURCES	
<p><b>Go Math Resources</b></p> <ul style="list-style-type: none"> <li>• Animated Math Models</li> <li>• iTools</li> <li>• Student Workbooks</li> <li>• Mega Math</li> <li>• Grab and Go Differentiated Center Kit</li> <li>• Math Concept Readers</li> <li>• ELL Lessons- as needed</li> <li>• Enrichment Lessons- as needed</li> <li>• Reteach Lessons- as needed</li> <li>• RTI Lessons-as needed</li> </ul>	

## ONLINE RESOURCES

[www.multiplication.com](http://www.multiplication.com)

[http://www.superteacherworksheets.com/multiplication\\_QZWT.html](http://www.superteacherworksheets.com/multiplication_QZWT.html)

<http://www.fun4thebrain.com/mult.html>

<http://www.primarygames.com/math/multiplication/>

[http://www.abcy.com/math\\_facts\\_game.htm](http://www.abcy.com/math_facts_game.htm)

## IPAD APPS.

Rocket Math  
Multiplication Training  
Times Table Quiz Sushi  
Monster Multiplication  
for Kids TimesTableLite  
Chalkboard Multiplication  
Multiplication: Math Facts Card Matching Game  
Multiplication Grand Prix  
Beat the Computer: Multiplication  
Bubbles  
Math  
Flashcards  
Mathopolis  
Math Monkey

<b>Domain: Operations and Algebraic Thinking</b>	<b>Chapter 4- Multiplication Facts and Strategies</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>			
Represent and solve problems involving multiplication and division	3.OA.A3	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	3.OA.B5	Apply properties of operations as strategies to multiply and divide.	
Multiply and divide within 100	3.OA.C7	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.	
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.D8	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	
	3.OA.D9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	
<b>Differentiated Instruction</b>		<b>Essential Question:</b>	
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• What strategies can you use to multiply?</li></ul>	



Knowledge: Students will...	Assessments:
<ul style="list-style-type: none"> <li>• Draw a picture, counts by 2s, or use doubles to multiply with the factors 2 and 4</li> <li>• Use skip counting, a number line, or a bar model to multiply with the factors 5 and 10</li> <li>• Draw a picture, use 5s facts and addition, doubles, or a multiplication table to multiply with the factors 3 and 6</li> <li>• Use the Distributive Property to find products by breaking arrays</li> <li>• Use the Commutative or Distributive Property or known facts to multiply with the factor 7</li> <li>• Use the Associative Property of Multiplication to multiply with three factors.</li> <li>• Identify and explain patterns on the multiplication table.</li> <li>• Use doubles, a number line, or the Associative Property of Multiplication to multiply with the factor 8</li> <li>• Use the Distributive Property with addition or subtraction or patterns to multiply with the factor 9</li> <li>• Solve multiplication problems by using the strategy <i>make a table</i></li> </ul>	<ul style="list-style-type: none"> <li>• GoMath Pre-Tests</li> <li>• Teacher observations</li> <li>• Student Assessments—Go Math Chapter tests</li> <li>• Unit Test</li> <li>• Enrichment test</li> <li>• Basic facts review</li> <li>• On Demand 4</li> </ul>
RESOURCES	
<p><b>Go Math Resources</b></p> <ul style="list-style-type: none"> <li>• Animated Math Models</li> <li>• iTools</li> <li>• Student Workbooks</li> <li>• Mega Math</li> <li>• Grab and Go Differentiated Center Kit</li> <li>• Math Concept Readers</li> <li>• ELL Lessons- as needed</li> <li>• Enrichment Lessons- as needed</li> <li>• Reteach Lessons- as needed</li> <li>• RTI Lessons-as needed</li> </ul>	

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[www.multiplication.com](http://www.multiplication.com)

[http://www.superteacherworksheets.com/multiplication\\_QZWT.html](http://www.superteacherworksheets.com/multiplication_QZWT.html)

<http://www.fun4thebrain.com/mult.html>

<http://www.primarygames.com/math/multiplication/>

[http://www.abcy.com/math\\_facts\\_game.htm](http://www.abcy.com/math_facts_game.htm)

<http://www.sheppardsoftware.com/mathgames/monkeydrive/multiply/MDTimes5.htm>

[http://www.sheppardsoftware.com/mathgames/popup/popup\\_multiplication.htm](http://www.sheppardsoftware.com/mathgames/popup/popup_multiplication.htm)

[http://www.sheppardsoftware.com/mathgames/matching/matching\\_multiplication.htm](http://www.sheppardsoftware.com/mathgames/matching/matching_multiplication.htm)

## IPAD APPS.

Rocket Math  
Multiplication Training  
Times Table Quiz  
Sushi Monster  
Multiplication for Kids  
TimesTableLite  
Chalkboard Multiplication  
Multiplication: Math Facts Card Matching Game  
Multiplication Grand Prix  
Beat the Computer: Multiplication  
Bubbles  
Math Flashcards  
Mathopolis  
Math Monkey

Content Area:	MATHEMATICS	Grade Level: 3	Pacing: 8 days
Domain: Operations and Algebraic Thinking and Operations in Base Ten	Chapter 5 – Use Multiplication Facts		
New Jersey Student Learning Standards (NJSLS)			
Solve problems involving the four operations and identify and explain patterns in arithmetic.	3.OA.D9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	
Represent and solve problems involving multiplication and division.	3.OA.A4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	
Differentiated Instruction		Essential Question:	
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• How can you use multiplication facts, place value, and properties to solve multiplication problems?</li></ul>	
Knowledge: Students will...		Assessments:	
<ul style="list-style-type: none"><li>• Identify and describe a number pattern shown in a function table.</li><li>• Use an array or a multiplication table to find an unknown factor.</li><li>• Solve multiplication problems by using the strategy <i>draw a diagram</i>.</li><li>• Use base-ten blocks, a number line, or place value to multiply with multiples of ten.</li><li>• Model and record multiplication with multiples of 10.</li></ul>		<ul style="list-style-type: none"><li>• GoMath Pre-Tests</li><li>• Teacher observations</li><li>• Student Assessments—Go Math Chapter tests</li><li>• Unit Test</li><li>• Enrichment test</li><li>• Basic facts review</li><li>• On Demand 5</li></ul>	

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- Reteach Lessons- as needed
- RTI Lessons-as needed

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[www.multiplication.com](http://www.multiplication.com)

[http://www.superteacherworksheets.com/multiplication\\_QZWT.html](http://www.superteacherworksheets.com/multiplication_QZWT.html)

<http://www.fun4thebrain.com/mult.html>

<http://www.primarygames.com/math/multiplication/>

[http://www.abcy.com/math\\_facts\\_game.htm](http://www.abcy.com/math_facts_game.htm)

<http://www.sheppardsoftware.com/mathgames/monkeydrive/multiply/MDTimes5.htm>

[http://www.sheppardsoftware.com/mathgames/popup/popup\\_multiplication.htm](http://www.sheppardsoftware.com/mathgames/popup/popup_multiplication.htm)

[http://www.sheppardsoftware.com/mathgames/matching/matching\\_multiplication.htm](http://www.sheppardsoftware.com/mathgames/matching/matching_multiplication.htm)

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Beat the Computer: Multiplication  
Bubbles  
Math Flashcards  
Mathopolis  
Math Monkey

TM

Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 12 days
Domain: Operations and Algebraic Thinking	Chapter 6- Understand Division			
New Jersey Student Learning Standards (NJSLS)				
Represent and solve problems involving multiplication and division.	3.OA.A2	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 and/or represent a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .		
	3.OA.A3	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.A4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		
Understand properties of multiplication and the relationship between multiplication and division	3.OA.B5	Apply properties of operations as strategies to multiply and divide		
	3.OA.B6	Understand division as an unknown-factor problem.		
Multiply and divide within 100	3.OA.C7	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.		
Differentiated Instruction		Essential Question:		
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• How can you use division to find how many in each group or how many equal groups?</li></ul>		

Knowledge: Students will...	Assessments:
<ul style="list-style-type: none"> <li>• Solve division problems by using the strategy <i>act it out</i></li> <li>• Use models to explore the meaning of partitive (sharing) division</li> <li>• Use models to explore the meaning of quotative (measurement) division</li> <li>• Model division by using equal groups bar models</li> <li>• Use repeated subtraction and a number line to relate subtraction to division</li> <li>• Model division by using arrays</li> <li>• Use bar models and arrays to relate multiplication and division as inverse operations</li> <li>• Write related multiplication and division facts</li> <li>• Divide using the rules for 1 and 0</li> </ul>	<ul style="list-style-type: none"> <li>• GoMath Pre-Tests</li> <li>• Teacher observations</li> <li>• Student Assessments—Go Math Chapter tests</li> <li>• Unit Test</li> <li>• Enrichment test</li> <li>• Basic facts review</li> <li>• On Demand 6</li> </ul>
RESOURCES	
<p><b>Go Math Resources</b></p> <ul style="list-style-type: none"> <li>• Animated Math Models</li> <li>• iTools</li> <li>• Student Workbooks</li> <li>• Mega Math</li> <li>• Grab and Go Differentiated Center Kit</li> <li>• Math Concept Readers</li> <li>• ELL Lessons- as needed</li> <li>• Enrichment Lessons- as needed</li> <li>• Reteach Lessons- as needed</li> <li>• RTI Lessons-as needed</li> </ul>	



## IPAD APPS.

Mathopolis  
Math Monkey  
Division Wiz  
Division for Kids  
AB Math  
Math Flashcards  
Math Fact Master  
Fast Facts Division

TM



Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 14 days
Domain: Operations and Algebraic Thinking	Chapter 7- Division Facts and Strategies			
New Jersey Student Learning Standards (NJSLS)				
Represent and solve problems involving multiplication and division.	3.OA.A3	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.A4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		
Multiply and divide within 100	3.OA.C7	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.		
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.D8	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. <sup>3</sup>		
Differentiated Instruction		Essential Question:		

<ul style="list-style-type: none"> <li>• Enrichment Activities</li> <li>• Reteach Activities</li> <li>• Grab and Go and Teacher made games</li> <li>• Chapter Literature</li> <li>• Grab and Go Activity Cards</li> <li>• Soar to Success Math</li> <li>• Mega Math</li> <li>• iPad</li> <li>• Laptops</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies can you use to divide?</li> </ul>
<b>Knowledge: Students will...</b>	<b>Assessments:</b>
<ul style="list-style-type: none"> <li>• Use models to represent division by 2.</li> <li>• Use repeated subtraction, a number line, or a multiplication table to divide by 10.</li> <li>• Count by 5s, count back on a number line, or use 10s facts and doubles to divide by 5</li> <li>• Use equal groups, a number line, or a related multiplication fact to divide by 3.</li> <li>• Use an array, equal groups, factors, or a related multiplication fact to divide by 4.</li> <li>• Use an array, equal groups, factors, or a related multiplication fact to divide by 6.</li> <li>• Use an array, equal groups, factors, or a related multiplication fact to divide by 7.</li> <li>• Use an array, equal groups, factors, or a related multiplication fact to divide by 8.</li> <li>• Use an array, equal groups, factors, or a related multiplication fact to divide by 9.</li> <li>• Solve two-step problems by using the strategy <i>act it out</i></li> <li>• Perform operations in order when there are no parentheses</li> </ul>	<ul style="list-style-type: none"> <li>• GoMath Pre-Tests</li> <li>• Teacher observations</li> <li>• Student Assessments—Go Math Chapter tests</li> <li>• Unit Test</li> <li>• Enrichment test</li> <li>• Basic facts review</li> <li>• On Demand 7</li> </ul>
<b>RESOURCES</b>	

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- Reteach Lessons- as needed
- RTI Lessons-as needed

### Online Resources

[http://a/twhwopwo.lsisuperteacherworksheets.com/division\\_MBDM.html](http://a/twhwopwo.lsisuperteacherworksheets.com/division_MBDM.html) Math Monkey  
<http://i/v/wiswiown.Wsuipzerteacherworksheets.com/smartboard.html> Division for Kids  
<http://B//wMwawth.fun4thebrain.com/division.html> Math Flashcards  
[http://a/twhwFwac.atbMcyast.ecrom/math\\_facts\\_game.htm](http://a/twhwFwac.atbMcyast.ecrom/math_facts_game.htm) Fast Facts Division  
<http://www.arcademics.com/games/demolition/demolition.html>  
<http://resources.woodlands-junior.kent.sch.uk/maths/division.htm>  
<http://www.mathplayground.com/division01.html>  
[http://www.sheppardsoftware.com/mathgames/popup/popup\\_division.htm](http://www.sheppardsoftware.com/mathgames/popup/popup_division.htm)  
<http://www.sheppardsoftware.com/mathgames/monkeydrive/division/MDriveDivision1to3.htm>  
[http://www.sheppardsoftware.com/mathgames/fruitshoot/fruitshoot\\_division.htm](http://www.sheppardsoftware.com/mathgames/fruitshoot/fruitshoot_division.htm)

## IPAD APPS.

Mathopolis  
Math Monkey  
Division Wiz  
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Math Fact Master  
Fast Facts Division

TM

Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 12 days
Domain: Numbers and Operations-Fractions	Chapter 8- Understand Fractions			
New Jersey Student Learning Standards (NJSLS)				
Develop understanding of fractions as numbers.	3.NF.A1	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 $1/b$ .		
Understand a fraction as a number on the number line; represent fractions on a number line diagram.	3.NF.A2a	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.A2b	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.		
Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	3.NF.A3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i>		
Differentiated Instruction		Essential Question:		
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• How could you use fractions to describe how much or how many?</li></ul>		

Knowledge: Students will...	Assessments:
<ul style="list-style-type: none"> <li>• Explore and identify equals parts of a whole.</li> <li>• Divide models to make equal shares.</li> <li>• Use a fraction to name one part of a whole that is divided into equal parts.</li> <li>• Read, write and model fractions that represent more than one part of a whole that is divided into equal parts.</li> <li>• Represent and location fractions on a number line.</li> <li>• Relate fractions and whole numbers by expressing whole numbers as fractions and recognizing fractions that are equivalent to whole numbers.</li> <li>• Model, read and write fractional parts of a group.</li> <li>• Find fractional parts of a group using unit fractions.</li> <li>• Solve fraction problems by using the strategy <i>draw a diagram</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• GoMath Pre-Tests</li> <li>• Teacher observations</li> <li>• Student Assessments—Go Math Chapter tests</li> <li>• Unit Test</li> <li>• Enrichment test</li> <li>• Basic facts review</li> <li>• On Demand 8</li> </ul>
RESOURCES	
<p><b>Go Math Resources</b></p> <ul style="list-style-type: none"> <li>• Animated Math Models</li> <li>• iTools</li> <li>• Student Workbooks</li> <li>• Mega Math</li> <li>• Grab and Go Differentiated Center Kit</li> <li>• Math Concept Readers</li> <li>• ELL Lessons- as needed</li> <li>• Enrichment Lessons- as needed</li> <li>• Reteach Lessons- as needed</li> <li>• RTI Lessons-as needed</li> </ul>	

## ONLINE RESOURCES

[http://www.superteacherworksheets.com/fractions-basic\\_QZRB.html](http://www.superteacherworksheets.com/fractions-basic_QZRB.html)  
[http://www.sheppardsoftware.com/mathgames/fractions/memory\\_fractions1\\_](http://www.sheppardsoftware.com/mathgames/fractions/memory_fractions1_)  
<http://www.primarygames.com/fractions/start.ht>  
<http://www.maths-games.org/fraction-games.html>  
<http://www.learningbox.com/fractions/index.html>  
<http://www.oswego.org/ocsd-web/games/fractionflags/ffthirds.html>  
<http://classroom.ic-schools.net/basic/math-fract.html>  
[http://www.sheppardsoftware.com/mathgames/fractions/Balloons\\_fractions1.htm](http://www.sheppardsoftware.com/mathgames/fractions/Balloons_fractions1.htm)

## IPAD APPS.

Fractions App by Tap to Learn  
Dirt Bike Tug Team: Comparing Fractions  
Pizza Fractions 1 & 2  
McGraw-Hill: Equivalent Fractions  
Pizza Matching Game  
Basic Fractions  
Fractions Basic  
Fractions: The Whole Story

Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 10 days
Domain: Numbers and Operations-Fractions	Chapter 9- Compare Fractions			
New Jersey Student Learning Standards (NJSLS)				
Develop understanding of fractions as numbers.	3.NF.A3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		
	3.NF.A3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		
	3.NF.A3b	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.A3d	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.		
Differentiated Instruction		Essential Question:		
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• How can you compare fractions?</li></ul>		
Knowledge: Students will...		Assessments:		



- Solve comparison problems by using the strategy *act it out*.
- Compare fractions with the same denominator by using models and reasoning strategies
- Compare fractions with the same numerator by using models and reasoning strategies
- Compare fractions by using models and strategies involving the size of the pieces in the whole
- Compare and order fractions by using models and reasoning strategies
- Model equivalent fractions by folding papers, using area models, and using number lines
- Generate equivalent fractions by using models

- GoMath Pre-Tests
- Teacher observations
- Student Assessments—Go Math Chapter tests
- Unit Test
- Enrichment test
- Basic facts review
- On Demand 9

## RESOURCES

### Go Math Resources

- Animated Math Models
- iTools
- Student Workbooks
- Mega Math
- Grab and Go Differentiated Center Kit
- Math Concept Readers
- ELL Lessons- as needed
- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed

## ONLINE RESOURCES

<http://classroom.jc-schools.net/basic/math-fract.html>

[http://www.superteacherworksheets.com/fractions-advanced\\_QZRD.html](http://www.superteacherworksheets.com/fractions-advanced_QZRD.html)

[http://www.mathplayground.com/fractions\\_compare.html](http://www.mathplayground.com/fractions_compare.html)

<http://www.arcademics.com/games/dirt-bike-comparing-fractions/dirt-bike-comparing-fractions.html>

<http://www.fuelthebrain.com/Game/play.php?ID=47>

[http://www.abeya.com/equivalent\\_fractions\\_bingo.htm](http://www.abeya.com/equivalent_fractions_bingo.htm)

## IPAD APPS.

Fractions App by Tap to Learn  
Dirt Bike Tug Team: Comparing Fractions  
Pizza Fractions 1 & 2  
McGraw-Hill: Equivalent Fractions  
Pizza Matching Game  
Basic Fractions  
Fractions Basic  
Fractions: The Whole Story

Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 12 days
Domain: Measurement and Data	Chapter 10: Time, Length, Liquid Volume and Mass			
New Jersey Student Learning Standards (NJSLS)				
Solve problems involving measurement and estimation.	3.MD.A1	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.A2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). <sup>1</sup> 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. <sup>2</sup>		
Represent and interpret data	3.MD.A4	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.		
Differentiated Instruction		Essential Question:		
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• How can you tell time and use measurement to describe the size of something?</li></ul>		
Knowledge: Students will...		Assessments:		
<ul style="list-style-type: none"><li>• Read, write and tell time on analog and digital clocks to the nearest minute.</li><li>• Decide when to use A.M. and P.M. when telling time to the nearest minute.</li><li>• Use a number line or an analog clock to measure time intervals in minutes</li><li>• Use a number line or an analog clock to add or subtract time Intervals to find starting or ending time</li><li>• Solve problems involving addition and subtraction of time intervals by using the strategy <i>draw a diagram</i>.</li></ul>		<ul style="list-style-type: none"><li>• GoMath Pre-Tests</li><li>• Teacher observations</li><li>• Student Assessments—Go Math Chapter tests</li><li>• Unit Test</li><li>• Enrichment test</li><li>• Basic facts review</li><li>• On Demand 10</li></ul>		

measurement to make a line plot.

- Estimate and measure liquid volume in liters.
- Estimate and measure mass in grams and kilograms
- Add, subtract, multiply or divide to solve problems involving liquid volumes or masses.

## RESOURCES

### ☐ Go Math Resources

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- Math Concept Readers
- ELL Lessons- as needed
- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed

## ONLINE RESOURCES

[http://www.superteacherworksheets.com/time\\_MBDZ.html](http://www.superteacherworksheets.com/time_MBDZ.html)

[http://www.superteacherworksheets.com/elapsed-time\\_MBFB.html](http://www.superteacherworksheets.com/elapsed-time_MBFB.html)

[http://www.superteacherworksheets.com/measurement\\_MBFR.html](http://www.superteacherworksheets.com/measurement_MBFR.html)

<http://www.maths-games.org/time-games.html>

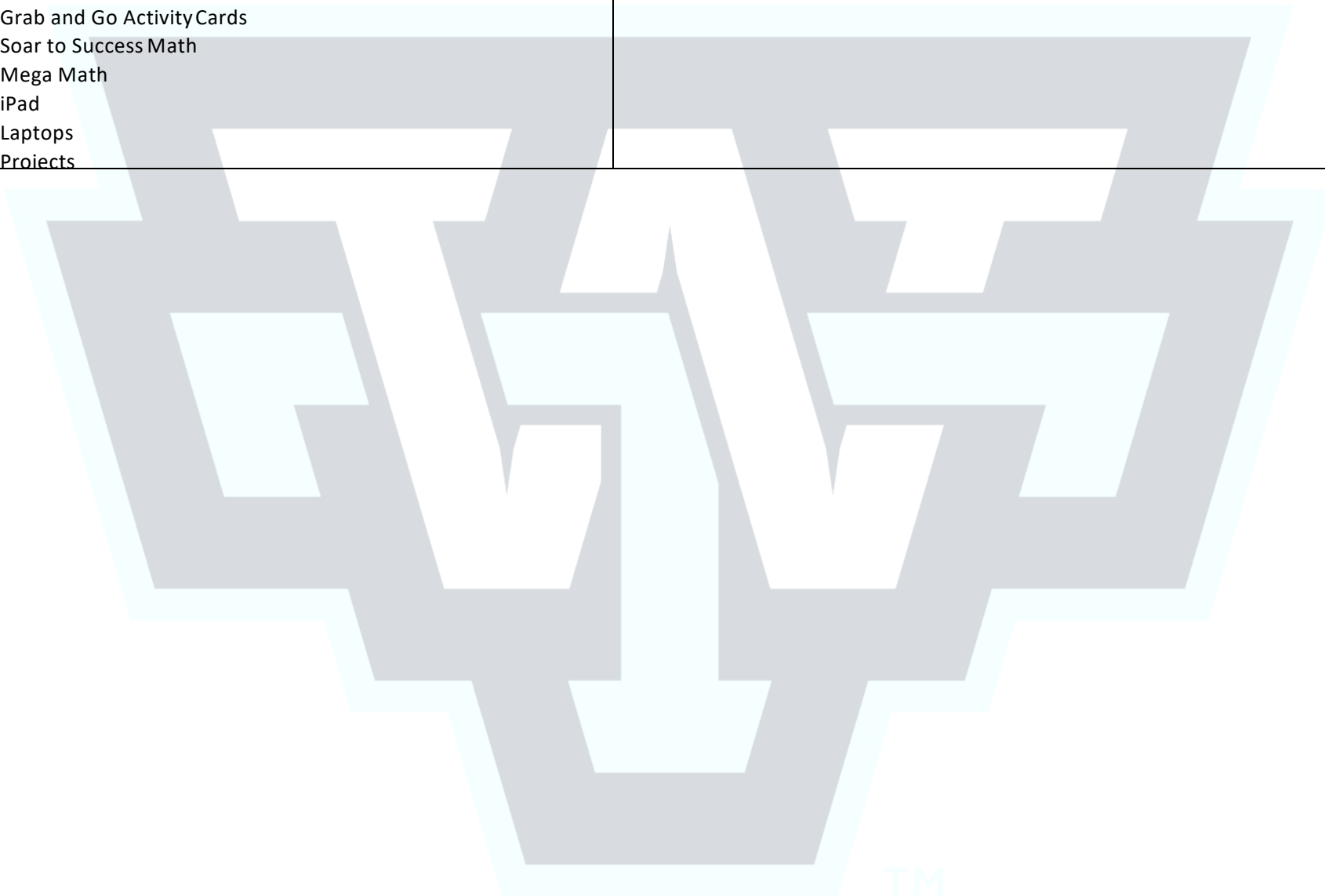
[http://www.abcya.com/telling\\_time.htm](http://www.abcya.com/telling_time.htm)

<http://pbskids.org/cyberchase/media/games/liquidvolume/>

<http://pbskids.org/cyberchase/media/games/hardproblems/>

Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 13 days
Domain: Measurement and Data	Chapter 11: Perimeter and Area			
New Jersey Student Learning Standards (NJSL)				
Geometric measurement: understand concepts of area and relate area to multiplication and to addition	3.MD.C.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.  a. 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. b. 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.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).		
	3.MD.C.7	Relate area to the operations of multiplication and addition.  a. 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.  b. 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. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning. d. 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.		
Geometric Measurement: recognize perimeters as an attribute of plane figures and distinguish between linear and area measures	3.MD.D.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.		
Differentiated Instruction		Essential Question:		

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| <ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul> | <ul style="list-style-type: none"><li>• How can you solve problems involving perimeter and area?</li></ul> |
|--|--|



Knowledge: Students will...	Assessments:
<ul style="list-style-type: none"> <li>• Explore perimeter of polygons by counting units on grids.</li> <li>• Estimate and measure perimeter of polygons using inch and centimeter units.</li> <li>• Find the unknown length of a side of a polygon when you know its perimeter.</li> <li>• Explore perimeter and area as attributes of polygons.</li> <li>• Estimate and measure area of plane shapes by counting unit squares.</li> <li>• Relate area to addition and multiplication by using area models.</li> <li>• Solve area problems by using the strategy <i>find a pattern</i></li> <li>• Apply the Distributive Property to area models and to find the area of combined rectangles.</li> <li>• Compare areas of rectangles that have the same perimeter.</li> <li>• Compare perimeters of rectangles that have the same area.</li> </ul>	<ul style="list-style-type: none"> <li>• GoMath Pre-Tests</li> <li>• Teacher observations</li> <li>• Student Assessments—Go Math Chapter tests</li> <li>• Unit Test</li> <li>• Enrichment test</li> <li>• Basic facts review</li> <li>• On Demand 11</li> </ul>
RESOURCES	
<p><input type="checkbox"/> <b>Go Math Resources</b></p> <ul style="list-style-type: none"> <li>• Animated Math Models</li> <li>• iTools</li> <li>• Student Workbooks</li> <li>• Mega Math</li> <li>• Grab and Go Differentiated Center Kit</li> <li>• Math Concept Readers</li> <li>• ELL Lessons- as needed</li> <li>• Enrichment Lessons- as needed</li> <li>• Reteach Lessons- as needed</li> <li>• RTI Lessons-as needed</li> </ul>	

## ONLINE RESOURCES

[http://www.superteacherworksheets.com/perimeter\\_QZZW.html](http://www.superteacherworksheets.com/perimeter_QZZW.html)

[http://www.superteacherworksheets.com/area\\_QZMR.html](http://www.superteacherworksheets.com/area_QZMR.html)

[http://www.bgfl.org/custom/resources\\_ftp/client\\_ftp/ks2/maths/perimeter\\_and\\_area/index.html](http://www.bgfl.org/custom/resources_ftp/client_ftp/ks2/maths/perimeter_and_area/index.html)

<http://www.sheppardsoftware.com/mathgames/geometry/shapeshoot/PerimeterShapesShoot.htm>

[http://www.mathplayground.com/area\\_perimeter.html](http://www.mathplayground.com/area_perimeter.html)

<http://www.funbrain.com/poly/>

<http://www.sheppardsoftware.com/mathgames/geometry/shapeshoot/AreaShapesShoot.htm>



Content Area:	MATHEMATICS		Grade Level: 3	Pacing: 12 days
Domain: Geometry	Chapter 12: Two-Dimensional Shapes			
New Jersey Student Learning Standards (NJSLS)				
Reason with shapes and their attributes	3.GA.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
	3.GA.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>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.</i>		
Differentiated Instruction		Essential Question		
<ul style="list-style-type: none"><li>• Enrichment Activities</li><li>• Reteach Activities</li><li>• Grab and Go and Teacher made games</li><li>• Chapter Literature</li><li>• Grab and Go Activity Cards</li><li>• Soar to Success Math</li><li>• Mega Math</li><li>• iPad</li><li>• Laptops</li><li>• Projects</li></ul>		<ul style="list-style-type: none"><li>• What are some ways to describe and classify two-dimensional shapes?</li></ul>		
Knowledge: Students will...		ASSESSMENTS:		
<ul style="list-style-type: none"><li>• Identify and describe attributes of plane shapes</li><li>• Describe angles in plan shapes</li><li>• Identify polygons by the number of sides they have</li><li>• Determine if lines or line segments are intersecting, perpendicular or parallel</li><li>• Describe, classify, and compare quadrilaterals based on their sides and angles</li><li>• Draw quadrilaterals</li><li>• . Describe and compare triangles based on the number of sides that have equal length and by their angles</li><li>• Solve problems by using the strategy <i>draw a diagram</i> to classify plane shapes</li><li>• Partition shapes into parts with equal areas and express the</li></ul>		<ul style="list-style-type: none"><li>• GoMath Pre-Tests</li><li>• Teacher observations</li><li>• Student Assessments—Go Math Chapter tests</li><li>• Unit Test</li><li>• Enrichment test</li><li>• Basic facts review</li><li>• On Demand 12</li></ul>		

## RESOURCES

### ☐ Go Math Resources

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- Math Concept Readers
- ELL Lessons- as needed
- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed

## ONLINE RESOURCES

[http://www.superteacherworksheets.com/geometry\\_QZRR.html](http://www.superteacherworksheets.com/geometry_QZRR.html)

<http://resources.woodlands->

<http://www.math-play.com/shapes-game.html>

<http://mathszone.co.uk/shape/2d-shapes/>

<b>Assessments</b>	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks, Model Curriculum Assessment & Resources
<b>21st Century Skills and Career Integration</b>	Informational sources, text features, appropriate financial literacy skills
<b>Technology Integration</b>	Digital tools; iPads, computers, Reflex Math, Learn Zillion, Illustrated Mathematics
<b>Interdisciplinary Connections</b>	Social Studies and Science- Informational Text
<b>Core Instructional and Supplemental Materials</b>	Core Instruction: Go Math Series, GoMath Support / Intervention Materials, Model Curriculum Resources, Curriculum Resources Folder
<b>Modifications/Accommodations</b>	ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk

	Special Education: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models G&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group
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