

Curriculum Map
Elementary Mathematics
Grade Three
Saugus Public Schools

Week 1

Massachusetts Performance Standards

The students will:

3.N.1 Exhibit an understanding of the values of the digits in the base ten number system by reading, modeling, writing, comparing, and ordering whole numbers through 9,999.

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

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

TOPIC ONE : Numeration

1. Hundreds (1-1)
2. Thousands (1-2)
3. Naming Numbers (1-4)
4. Comparing Numbers (1-5)
5. Ordering Numbers (1-6)

Objectives (Students will...)

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

Essential Question

How is place value used to compare and order 3 and 4-digit whole numbers?

Teacher Resources

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1. Teacher Edition, Student Edition, and Workbooks
2. Classroom Manipulative Kit
3. Overhead Manipulative Kit
4. Math Diagnosis and Intervention System
5. Teaching Tool Masters

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Evaluation/Activities

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

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

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 2

Massachusetts Performance Standards

The students will:

- 3.N.1** Exhibit an understanding of the values of the digits in the base ten number system by reading, modeling, writing, comparing, and ordering whole numbers through 9,999.
- 3.N.8** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

TOPIC ONE: Numeration

- 1. Counting Money (1-7)
- 2. Making Change ((1-8)
- 3. Make an Organized List (1-9)

Objectives (Students will...)

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

Essential Question

How is place value and skip counting used to count money and make change?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 3

Massachusetts Performance Standards

The students will:

- 3.N.1** Exhibit an understanding of the values of the digits in the base ten number system by reading, modeling, writing, comparing, and ordering whole numbers through 9,999.
- 3.N.7** Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g., $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$.
- 3.N.10** Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.
- 3.N.11** Round whole numbers through 1,000 to the nearest 10, 100, and 1,000.
- 3.N.12** Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to \$100, and to judge the reasonableness of the answer.

TOPIC TWO: Adding Whole Numbers

- 1. Addition Meaning and Properties (2-1)
- 2. Adding on a Hundreds Chart (2-2)
- 3. Rounding (2-4)
- 4. Estimating Sums (2-5)
- 5. Adding 2 -Numbers (2-6)

Objectives (Students will...)

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

Essential Question

How are the addition properties and estimation used to find sums of whole numbers?

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Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 4

Massachusetts Performance Standards

The students will:

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

3.N.10 Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.

3.N.12 Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to \$100, and to judge the reasonableness of the answer.

3.P.3 Determine the value of a variable (through 10) in simple equations involving addition, subtraction, or multiplication, e.g., $2 + \Delta = 9$; $5 \times \Delta = 35$.

TOPIC TWO : Adding Whole Numbers

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

Objectives (Students will...)

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

Essential Question

How are the strategies of rounding and regrouping used to add 3 and 4-digit numbers accurately and efficiently?

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Evaluation/Activities

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

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

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 5

Massachusetts Performance Standards

The students will:

- 3.N.1** Exhibit an understanding of the values of the digits in the base ten number system by reading, modeling, writing, comparing, and ordering whole numbers through 9,999.
- 3.N.8** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 3.N.10** Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.
- 3.N.11** Round whole numbers through 1,000 to the nearest 10, 100, and 1,000.
- 3.N.12** Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to \$100, and to judge the reasonableness of the answer.
- 3.P.4** Write number sentences using +, -, x, ÷, <, =, and/or > to represent mathematical relationships in everyday situations.

TOPIC THREE: Subtraction and Number Sense

- 1. Subtraction Meanings (3-1)
- 2. Subtraction on a Hundred Chart (3-2)
- 3. Estimating Differences (3-4)
- 4. Reasonableness for Problem Solving (3-5)

Objectives (Students will...)

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

Essential Question

How are place value and estimation used to subtract accurately and efficiently?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 6

Massachusetts Performance Standards

The students will:

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

3.N.10 Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.

TOPIC FOUR: Subtracting Whole Numbers to Solve Problems

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

Objectives (Students will...)

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

Essential Question

What strategies can be used to find differences of 3 and 4-digit whole numbers?

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Evaluation/Activities

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

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 7

Massachusetts Performance Standards

The students will:

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

3.N.10 Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.

3.P.3 Determine the value of a variable (through 10) in simple equations involving addition, subtraction, or multiplication, e.g., $2 + \Delta = 9$; $5 \times \Delta = 35$.

TOPIC FOUR: Subtracting Whole Numbers to Solve Problems

- 1. Subtracting Across Zero (4-5)
- 2. Draw a Picture / Write a Sentence (4-6)

Objectives (Students will...)

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

Essential Question

How are subtraction strategies used to solve problems?

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

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

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 8

Massachusetts Performance Standards

The students will:

- 3.N.6** Select, use, and explain various meanings and models of multiplication (through 10×10). Relate multiplication problems to corresponding division problems, e.g., draw a model to represent 5×6 and $30 \div 6$.
- 3.N.7** Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g., $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$.
- 3.N.8** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 3.N.9** Know multiplication facts through 10×10 and related division facts, e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., 3×5 is related to 3×50 .
- 3.P.4** Write number sentences using $+$, $-$, \times , \div , $<$, $=$, and/or $>$ to represent mathematical relationships in everyday situations.

TOPIC FIVE: Multiplication Meaning and Facts

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

Objectives (Students will...)

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

Essential Question

How are arrays, patterns, and properties used to understand multiplication?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 9

Massachusetts Performance Standards

The students will:

- 3.N.5** Recognize classes to which a number may belong (odd numbers, even numbers, and multiples of numbers through 10). Identify the numbers in those classes, e.g., the class of multiples of 7 between 1 and 29 consists of 7, 14, 21, 28.
- 3.N.7** Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g., $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$.
- 3.N.8** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 3.N.9** Know multiplication facts through 10×10 and related division facts, e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., 3×5 is related to 3×50 .
- 3.P.2** Determine which symbol ($<$, $>$, or $=$) is appropriate for a given number sentence, e.g., $7 \times 8 .? . 49 + 6$.
- 3.P.4** Write number sentences using $+$, $-$, \times , \div , $<$, $=$, and/or $>$ to represent mathematical relationships in everyday situations.

TOPIC FIVE: Multiplication Meaning and Facts

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

Objectives (Students will...)

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

Essential Question

How can patterns and properties be used to multiply?

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

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

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

Test: Concepts involving **Multiplication Meaning and Facts**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 10

Massachusetts Performance Standards

The students will:

3.N.7 Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g., $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$.

3.N.9 Know multiplication facts through 10×10 and related division facts, e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., 3×5 is related to 3×50 .

TOPIC SIX: Multiplication Fact Strategies: Using Known Facts

1. 3 as a Factor (6-1)
2. 4 as a Factor (6-2)
3. 6 and 7 as Factors (6-3)
4. 8 as Factors (6-4)
5. Multiplying 3 Factors (6-6)

Objectives (Students will...)

1. **Use** known facts to find products with 3 as a factor.
2. **Use** known facts and doubles to find products with 4 as a factor.
3. **Use** known facts to find products with 6 and 7 as factors.
4. **Use** known facts and doubles to find products with 8 as a factor.
5. **Multiply** three numbers and use the Associative Property of Multiplication.

Essential Question

How are known multiplication facts used to determine unknown products?

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

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

Lesson Completion Date:

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Completed By:

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Week 11

Massachusetts Performance Standards

The students will:

3.N.9 Know multiplication facts through 10 x 10 and related division facts, e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., 3 x 5 is related to 3 x 50.

TOPIC SIX : Multiplication Fact Strategies Using Known Facts

1. Solving Multiple Step Problems (6-7)

Objectives (Students will...)

1. **Solve** multi-step problems.

Essential Question

How is multiplication used to solve multi-step problems?

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

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 12

Massachusetts Performance Standards

The students will:

- 4.N.8 Select**, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.
4.N.13 Divide up to a three-digit whole number with a single-digit divisor (with or without remainders) accurately and efficiently. Interpret any remainders.
4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC SEVEN: Division Meanings

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

Objectives (Students will...)

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

Essential Question

What is division?

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Quiz: Formal assessments will be given as warranted by the curriculum.
Test: Concepts involving **Division Meanings**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 13

Massachusetts Performance Standards

The students will:

- 3.N.6** Select, use, and explain various meanings and models of multiplication (through 10 x 10). Relate multiplication problems to corresponding division problems, e.g., draw a model to represent 5×6 and $30 \div 6$.
- 3.N.7** Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g., $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$.
- 3.N.9** Know multiplication facts through 10 x 10 and related division facts, e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., 3 x 5 is related to 3 x 50.
- 3.P.4** Write number sentences using +, -, x, ÷, <, =, and/or > to represent mathematical relationships in everyday situations.

TOPIC EIGHT: Division Facts

1. Relating Multiplication and Division (8-1)
2. Fact Families with 2,3,4,and 5 (8-2)
3. Fact Families with 6 and 7 ((8-3)
4. Fact Families with 8 and 9 (8-4)
5. Dividing with 0 and 1 (8-5)
6. Draw a Picture/ Write a Number Sentence (8-6)

Objectives (Students will...)

1. **State** a related division fact when given a multiplication fact.
2. **State** a related multiplication fact when given a division fact.
3. **Give** quotients for division facts with divisors of 2, 3, 4, and 5.
4. **Give** quotients for division facts with divisors of 6 and 7.
5. **Give** quotients for division facts with divisors of 8 and 9.
6. **Use** patterns and fact families to find quotients for division facts with 0 and 1.
7. **Draw** a picture and **write** a number sentence in order to solve sharing and repeated subtraction division problems.

Essential Question

How can patterns and fact families be used to find quotients?

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Evaluation/Activities

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

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

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

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

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

Test: Concepts involving **Division Facts**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 14

Massachusetts Performance Standards

The students will:

3.P.1 Create, describe, extend, and explain symbolic (geometric) patterns and addition and subtraction patterns, e.g., 2, 6, 10, ...; and 50, 45, 40....

3.P.4 Write number sentences using +, -, x, ÷, <, =, and/or > to represent mathematical relationships in everyday situations.

5.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13...; 3, 9, 27...

TOPIC NINE: Patterns and relationships

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

Objectives (Students will...)

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

Essential Question

How is patterning used to determine relationships between numbers?

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 15

Massachusetts Performance Standards

The students will:

- 3.P.1** Create, describe, extend, and explain symbolic (geometric) patterns and addition and subtraction patterns, e.g., 2, 6, 10, ...; and 50, 45, 40....
- 3.P.2** Determine which symbol (<, >, or =) is appropriate for a given number sentence, e.g., $7 \times 8 .?. 49 + 6$.
- 4.P.4** Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC NINE: Patterns and Relationships

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

Objectives (Students will...)

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

Essential Question

How can patterning be used to predict change and describe that change using a mathematical rule?

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Evaluation/Activities

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 16

Massachusetts Performance Standards

The students will:

- 3.G.2 Describe, model, draw, compare, and classify two-dimensional shapes, e.g., circles, triangles, and quadrilaterals. Identify and describe simple three-dimensional shapes, e.g., cubes, spheres, and pyramids.
- 3.G.3 Identify angles as right angles, less than a right angle, and greater than a right angle.
- 3.G.4 Identify and draw parallel lines, perpendicular lines, and other intersecting lines.
- 4.G.4 Identify angles as acute, right, or obtuse.

TOPIC TEN: Solids and Shapes

- 1. Solid Figures/Relating Solids and Shapes (10-1) (10-2)
- 2. Lines/Line Segments (10-3)
- 3. Angles (10-4)
- 4. Polygons (10-5)
- 5. Quadrilaterals (10-7)
- 6. Make and Test Generalizations (10-8)

Objectives (Students will...)

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

Essential Question

What are the attributes of shapes and solid figures?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 17

Massachusetts Performance Standards

The students will:

- 3.G.1** Compare and analyze attributes and other features (e.g., number of sides, corners, diagonals, and lines of symmetry) of two-dimensional geometric shapes.
- 3.G.6** Identify and draw lines of symmetry in two-dimensional shapes.
- 3.G.7** Predict and explain the results of taking apart and combining two-dimensional shapes.
- 4.G.7** Describe and apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.

TOPIC ELEVEN: Congruence and Symmetry

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

Objectives (Students will...)

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

Essential Question

How can strategies be used to determine congruence and symmetry?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 18

Massachusetts Performance Standards

The students will:

- 3.N.3** Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of groups. Model and represent a mixed number (with denominator 2, 3, or 4) as a whole number and a fraction, e.g., $1\frac{2}{3}$, $3\frac{1}{2}$.
- 3.N.4** Locate on the number line and compare fractions (between 0 and 1 with denominators 2, 3, or 4, e.g., $\frac{2}{3}$).
- 4.N.4** Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.

TOPIC TWELVE: Understanding Fractions

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

Objectives (Students will...)

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

Essential Question

What are fractions and how can they be compared to find equivalents?

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Evaluation/Activities

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 19

Massachusetts Performance Standards

The students will:

3.N.4 Locate on the number line and compare fractions (between 0 and 1 with denominators 2, 3, or 4, e.g., $\frac{2}{3}$).

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

3.P.1 Create, describe, extend, and explain symbolic (geometric) patterns and addition and subtraction patterns, e.g., 2, 6, 10, ...; and 50, 45, 40....

TOPIC TWELVE: Understanding Fractions

1. Fractions on the Number Line (12-7)
2. Using Models to Add fractions(12-8)
3. Using Models to Subtract Fractions (12-9)
4. Make a Table/Look for a Pattern (12-10)

Objectives (Students will...)

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

Essential Question

How are models used to understand adding and subtracting of fractions and the concept of mixed numbers?

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Evaluation/Activities

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

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

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

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

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

Test: Concepts involving **Understanding Fractions**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 20

Massachusetts Performance Standards

The students will:

- 3.M.1** Demonstrate an understanding of the attributes length, area, and weight, and select the appropriate type of unit for measuring each attribute using both the U.S. Customary (English) and metric systems.
- 3.M.2** Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.
- 3.M.5** Identify and use appropriate metric and U.S. Customary (English) units and tools (e.g., ruler, scale, thermometer, clock) to estimate, measure, and solve problems involving length, area, weight, temperature, and time.
- 4.M.1** Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.

TOPIC FOURTEEN: Customary Measure

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

Objectives (Students will...)

1. **Understand** the measurement process and the need for standard units.
2. **Measure** length to the nearest inch.
3. **Measure** length to the nearest ½ and ¼ inch.
4. **Choose** an appropriate measurement unit.
5. **Estimate** and **measure** in feet, yards, and miles.
6. **Convert** units among inches, feet, and yards.

Essential Question

How are customary units used to measure length?

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Evaluation/Activities

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

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 21

Massachusetts Performance Standards

The students will:

- 3.G.2** Describe, model, draw, compare, and classify two-dimensional shapes, e.g., circles, triangles, and quadrilaterals. Identify and describe simple three-dimensional shapes, e.g., cubes, spheres, and pyramids.
- 3.M.1** Demonstrate an understanding of the attributes length, area, and weight, and select the appropriate type of unit for measuring each attribute using both the U.S. Customary (English) and metric systems.
- 3.M.5** Identify and use appropriate metric and U.S. Customary (English) units and tools (e.g., ruler, scale, thermometer, clock) to estimate, measure, and solve problems involving length, area, weight, temperature, and time.

TOPIC FOURTEEN : Customary Measurement

- 1. Units of Weight (14-5)
- 2. Act it Out and Reasoning to Solve Problems (14-6)

Objectives (Students will...)

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

Essential Question

How can capacity and weight be measured using customary units?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 22

Massachusetts Performance Standards

The students will:

- 3.P.1** Create, describe, extend, and explain symbolic (geometric) patterns and addition and subtraction patterns, e.g., 2, 6, 10, ...; and 50, 45, 40...
- 3.M.1** Demonstrate an understanding of the attributes length, area, and weight, and select the appropriate type of unit for measuring each attribute using both the U.S. Customary (English) and metric systems.
- 3.M.2** Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.
- 3.M.5** Identify and use appropriate metric and U.S. Customary (English) units and tools (e.g., ruler, scale, thermometer, clock) to estimate, measure, and solve problems involving length, area, weight, temperature, and time.
- 4.M.1** Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.

TOPIC FIFTEEN: Metric Measure

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

Objectives (Students will...)

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

Essential Question

How can length, capacity, and mass be measured using metric units?

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Evaluation/Activities

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 23

Massachusetts Performance Standards

The students will:

3.P.4 Write number sentences using +, -, x, ÷, <, =, and/or > to represent mathematical relationships in everyday situations.

3.M.4 Estimate and find area and perimeter of a rectangle, using diagrams and grids, or by measuring.

TOPIC SIXTEEN : Perimeter, Area, and Volume

- 1. Understanding Perimeter (16-1)
- 2. Perimeter of Common Shapes (16-2)
- 3. Different Shapes with the Same Perimeter (16-3)
- 4. Understanding Area (16-5)

Objectives (Students will...)

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

Essential Question

How can perimeter and area of 2-dimensional shapes be determined using concrete and pictorial models?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 24

Massachusetts Performance Standards

The students will:

3.M.4 Estimate and find area and perimeter of a rectangle, using diagrams and grids, or by measuring.

TOPIC SIXTEEN: Perimeter, Area, and Volume

- 1. Estimating and Measuring Area (16-6)
- 2. Solve a Simpler Problem (16-8)

Objectives (Students will...)

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

Essential Question

How is a grid used to estimate and find the area of irregular shapes and solve complex problems?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 25

Massachusetts Performance Standards

The students will:

3.M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.

3.M.3 Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time, using a clock for times less than one hour (i.e., minutes since), and using a calendar (e.g., days since).

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

TOPIC SEVENTEEN : Time and Temperature

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

Objectives (Students will...)

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

Essential Question

How can time and elapsed time be determined using analog and digital clocks?

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Evaluation/Activities

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

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

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 26

Massachusetts Performance Standards

The students will:

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

TOPIC SEVENTEEN : Time and Temperature

1. Temperature (17-5)
2. Work Backward to Solve a Problem (17-6)

Objectives (Students will...)

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

Essential Question

How are Fahrenheit and Celsius thermometers used to determine temperature?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 27

Massachusetts Performance Standards

The students will:

- 3.N.8** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 3.N.9** Know multiplication facts through 10×10 and related division facts, e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., 3×5 is related to 3×50 .
- 3.N.10** Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.
- 3.N.11** Round whole numbers through 1,000 to the nearest 10, 100, and 1,000.
- 3.N.12** Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to \$100, and to judge the reasonableness of the answer.

TOPIC EIGHTEEN : Multiplying Greater Numbers

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

Objectives (Students will...)

1. Use mental math to **multiply** by multiples of 10, 100, and 1,000.
2. **Estimate** products of 1-digit numbers times 2-digit numbers by using rounding.
3. Use an array to **multiply** 1-digit times 2-digit numbers.
4. **Break** apart an array to **multiply** 1-digit times 2-digit numbers.
5. Use breaking apart and the expanded algorithm to **multiply** a 1-digit times a 2-digit number.

Essential Question

How are arrays used to understand expanded algorithms for multiplying 1 times 2-digit numbers?

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 28

Massachusetts Performance Standards

The students will:

- 3.N.8** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 3.N.10** Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.
- 3.P.4** Write number sentences using +, -, x, ÷, <, =, and/or > to represent mathematical relationships in everyday situations.

TOPIC EIGHTEEN : Multiplying Greater Numbers

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

Objectives (Students will...)

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

Essential Question

How is the standard algorithm used to multiply 1-digit by 2-digit whole numbers?

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Evaluation/Activities

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 29

Massachusetts Performance Standards

The students will:

- 3.G.5** Using ordered pairs of whole numbers and/or letters, locate and identify points on a grid.
- 3.D.1** Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.
- 3.D.2** Match representations of a data set in the forms of tables, line plots, pictographs, tallies, or bar graphs with the actual data set.
- 3.D.3** Construct and draw conclusions from representations of data sets in the forms of tables, line plots, pictographs, tallies, and bar graphs.
- 4.D.3** Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

TOPIC TWENTY : Data, Graphs, and Probability

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

Objectives (Students will...)

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

Essential Question

How is data collected, organized, and represented in appropriate graph form?

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Evaluation/Activities

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 30

Massachusetts Performance Standards

The students will:

3.D.3 Construct and draw conclusions from representations of data sets in the forms of tables, line plots, pictographs, tallies, and bar graphs.

4.D.4 Represent the possible outcomes for a simple probability situation, e.g., the probability of drawing a red marble from a bag containing three red marbles and four green marbles.

4.D.6 Classify outcomes as certain, likely, unlikely, or impossible by designing and conducting experiments using concrete objects such as counters, number cubes, spinners, or coins.

TOPIC TWENTY : Data, Graphs, and Probability

1. How Likely? (20-6)
2. Outcomes and Experiments (20-7)
3. Line Plots and Probability (20-8)
4. Use Tables and Graphs to Draw Conclusions (20-9)

Objectives (Students will...)

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

Essential Question

How can the results of probability experiments be compared and organized?

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

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

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 31

Massachusetts Performance Standards

The students will:

- 3.N.3** Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of groups. Model and represent a mixed number (with denominator 2, 3, or 4) as a whole number and a fraction, e.g., $1\frac{2}{3}$, $3\frac{1}{2}$.
- 3.N.8** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 3.N.13** Use concrete objects and visual models to add and subtract (only when the answer is greater than or equal to zero) common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.

TOPIC THIRTEEN : Decimals and Money

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

Objectives (Students will...)

1. **Write** a fraction and an equivalent decimal for a model showing tenths and hundredths.
2. **Use** expanded notation to **relate** money values to decimal place values.
3. **Write** money amounts to represent $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ of a dollar.
4. **Add** and **subtract** money given in dollars and cents.
5. **Draw** a picture and **write** a number sentence to solve a problem.
6. **Determine** whether a problem can be solved using the data given.
7. **Classify** the data in a problem as extra or missing information.

Essential Question

How can money and models of tenths and hundredths be used to understand decimals?

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

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

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 32

Massachusetts Performance Standards

The students will:

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

TOPIC NINETEEN: Dividing with 1-Digit Numbers

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

Objectives (Students will...)

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

Essential Question

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

