PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Mathematics

Grade Level: 3

Date of Board Approval: 2024
Curriculum Writing Committee: Casey Markowitz, Elizabeth McLane, and Cassandra Zegarski

Marking Period Course Grade Weighting

Chapter Level Tests	40%
Lesson Level Quizzes	25%
Performance Tasks	25%
Classwork/Homework	10%
TOTAL	**100%**

Overview:
This course will provide a deep exploration of major concepts of mathematical areas including numbers and operations (in base ten and fractions), operations and algebraic thinking, geometry, and measurement and data.

All units pre-others and his course will allow students to develop mathematical fluency through the engagement and development of mathematical reasoning skills, solving one-and two-step problems, constructing viable arguments and responding to those arguments of others, and using mathematical tools to model mathematics strategically. Students will build upon previously learned skills to master new skills through engaging lessons and resources.

Time/Credit for the Course: 1 full year

Goals:

1. **Marking Period One: Over a 45-day period of time, students will aim to understand:**
   Unit 0: Numbers in Base Ten: Place Value
   - Place value through thousands.
   - Values in digits through thousands
   - Standard form of numbers
   - Expanded form of numbers
   - Converting between forms
   - Skip counting

Unit 1: Numbers in Base Ten: Addition and Subtraction

- Addition with three-digit numbers
- Addition with and without regrouping
- Subtraction three-digit numbers
- Subtraction with and without regrouping
- Subtraction across zeros
- Rounding to the nearest ten
- Rounding to the nearest hundred
- Ordering numbers

Unit 2: Measurement and Data: Perimeter

- Calculating perimeter of a polygon by counting units
- Estimating perimeter of rectangles
- Measuring perimeter of rectangles
- Using a formula to find perimeter
- Comparing perimeters of rectangles
- Finding the unknown side length with known perimeter

Unit 3: Operations and Algebraic Thinking: Multiplication

- Using equal groups to find how many in all
- Relationship between multiplication to addition
- Number lines and multiplication.
- Arrays as models of multiplication
- Commutative Property of Multiplication
- Associative Property of Multiplication
- Finding an unknown factor or product on the multiplication table
- Solving two-step equations
- Arithmetic patterns
- Creating and matching a number sentences with symbols and numbers
- Identifying missing symbols that make a number sentence true

2. **Marking Period Two: Over a 45-day period of time, students will aim to understand:**

Unit 4: Measurement and Data: Area

- Counting unit squares to find area
- Using addition and multiplication to find area
- Solving problems with area

Unit 5: Operations and Algebraic Thinking: Division

- Representing division
- Division as size of equal groups
- Division as number of equal groups
- Division as bar models
- Relationship of subtraction and division

- Representing division with arrays
- Relationship of multiplication and division
- Related facts with multiplication and division
- Division rules for 1 and 0
- Using arrays or multiplication table to find unknown factor or product
- Using arrays to solve division problems

Unit 6: Numbers and Operations: Fractions

- Partitioning shapes into equal parts
- Importance of numerators and denominators
- Unit fractions
- Representing fractions to name part of a whole and of a set
- Using number lines to represent fractions
- Relationship of fractions to numbers greater than one
- Comparing fractions
- Equivalent fractions

3. **Marking Period Three: Over a 45-day period of time, students will aim to understand:**

Unit 7: Geometry: Shapes and Their Attributes

- Lines, rays, points, line segments, and angles
- Angles in shapes
- Sides of shapes
- Quadrilaterals and their characteristics

Unit 8: Measurement and Data: Time

- Differences in analog and digital clocks
- A.M. and P.M. times
- Time in timelines and schedules
- Multiple ways of stating time
- Elapsed time

Unit 9: Measurement and Data: Measurement

- Customary measurement of capacity and weight
- Metric measurement of volume and mass
- Real world measurement problems

4. **Marking Period Four: Over a 45-day period of time, students will aim to understand:**

Unit 10: Measurement and Data: Money

- Counting coins and bills
- Comparison of coins/bills combinations
- Making change
- Rounding money amounts

Unit 11: Measurement and Data: Graphing

- Tally and frequency tables
- Pictographs
- Bar graphs
- Line plots

Unit 12: Getting Ready for Fourth Grade

- Metric conversions
- Compare fractions with like numerators
- Equivalent fractions
- One-digit by two-digit multiplication
- Two step multiplication and division problems

Big Ideas

Big Idea #1: Mathematical relationships among numbers can be presented, compared, and communicated.
Big Idea #2: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations.
Big Idea #3: Patterns exhibit relationships that can be extended, described, and generalized.
Big Idea #4: Mathematical relations and functions can be modeled through multiple representatives and analyzed to raise and answer questions.
Big Idea #5: Data can be modeled and used to make inferences.
Big Idea #6: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.
Big Idea #7: Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.
Big Idea #8: Measurement attributes can be quantified and estimated using customary and non-customary units of measure.
Big Idea #9: Mathematical relations and functions can be modeled through multiple representatives and analyzed to raise and answer questions.

Textbook and Supplementary Resources

Name of Textbook: *Go Math: Grade 3*
Textbook ISBN:
Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt, 2023
Supplemental Resources: *Go Math: Grade 3* HMH Ed/Waggle, IXL, Khan Academy, Generation Genius, teacher created materials

Curriculum Map

Marking Period 1

Unit 0: Numbers in Base Ten: (9 days)

Standards:

- CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic.

Anchors:

- M03.A-T.1 - Use place-value understanding and properties of operations to perform multi-digit arithmetic.

Eligible Content:

- M03.A-T.1.1.4 - Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).

Unit 1: Numbers in Base Ten (14 days)

Standards:

- CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic.

Anchors:

- M03.A-T.1 - Use place-value understanding and properties of operations to perform multi-digit arithmetic.

Eligible Content:

- M03.A-T.1.1.1 Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.
- M03.A-T.1.1.2 Add two- and three-digit whole numbers (limit sums from 100
- through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.
- M03.A-T.1.1.4 Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).

Unit 2: Measurement and Data: Perimeter (8 days)

Standards:

- CC.2.4.3.A.6 - Solve problems involving perimeters of polygons and distinguish between linear and area measures.

Anchors:

- M03.D-M.4 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

Eligible Content:

- M03.D-M.4.1.1 - Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.

Unit 3: Operations and Algebraic Thinking: Multiplication (14 days)

Standards:

- CC.2.1.3.B.1 - Apply place-value understanding and properties of operations to perform multi-digit arithmetic.
- CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division.
- CC.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division.
- CC.2.2.3.A.3 - Demonstrate multiplication and division fluency.
- CC.2.2.3.A.4 Solve problems involving the four operations and explain patterns in arithmetic.

Anchors:

- M03.A-T.1 Use place value understanding and properties of operations to perform multi-digit arithmetic.
- M03.B-O.1 Represent and solve problems involving multiplication and division.
- M03.B-O.2 Understand properties of multiplication and the relationship between multiplication and division.
- M03.B-O.3 Solve problems involving the four operations and identify and explain patterns in arithmetic.

Eligible Content:

- M03.A-T.1.1.3 - Multiply one-digit numbers by two-digit multiples of 10.
- M03.B-O.1.1.1 - Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.
- M03.B-O.1.2.1 - Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.
- M03.B-O.1.2.2 - Determine the unknown whole number in a multiplication (up to and including 10 × 10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.
- M03.B-O.2.1.1 - Apply the commutative property of multiplication (not identification or definition of the property).
- M03.B-O.2.1.2 - Apply the associative property of multiplication (not identification or definition of the property).
- M03.B-O.3.1.1 -Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole number answers.

- M03.B-O.3.1.2 - Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with the whole numbers and have whole number answers.
- M03.B-O3.1.3 - Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole number answers.
- M03.B-O.3.1.4 - Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).
- M03.B-O.3.1.5 - Identify arithmetic patterns (including patterns in the addition or multiplication table) and/or explain them using properties of operations.
- M03.B-O.3.1.6 - Create or match a story to a given combination of symbols.
- M03.B-O.3.1.7 - Identify the missing symbol that makes a number sentence true.

Total Days: 45

<u>Marking Period 2</u>

Unit 4: Measurement and Data: Area (10 days)

Standards:

- CC.2.4.3.A..5 - Determine the area of a rectangle and apply the concept to multiplication and addition.

Anchors:

- M03.D-M.3 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Eligible Content:

- M03.D-M.3.1.1 - Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units.)
- M03.D-M.3.1.2 - 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 area in mathematical reasoning.

Unit 5: Operations and Algebraic Thinking: Division (15 days)

Overview:

Standards:

- CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division.
- CC.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division.
- CC.2.2.3.A.3 - Demonstrate multiplication and division fluency.

Anchors:

- M03.B-O.1 Represent and solve problems involving multiplication and division.
- M03.B-O.2 Understand properties of multiplication and the relationship between multiplication and division.

Eligible Content:

- M03.B-O.1.1.1 - Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.
- M03.B-O.1.1.2 - Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10.)
- M03.B-O.1.2.1 - Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.
- M03.B-O.1.2.2 - Determine the unknown whole number in a multiplication (up to and including 10 × 10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.
- M03.B-O.2.1.1 - Apply the commutative property of multiplication (not identification or definition of the property).
- M03.B-O.2.2.1 - Interpret and/or model division as a multiplication equation
- with an unknown factor.

Unit 6: Numbers and Operations: Fractions (20 days)

Standards:

- CC.2.1.3.C.1 - Explore and develop an understanding of fractions as numbers.

Anchors:

- M03.A-F.1 - Develop and understanding of fractions as numbers.

Eligible Content:

- M03.A-F.1.1.1 Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
- M03.A-F.1.1.2 Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
- M03.A-F.1.1.3 Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). Example 1: 1/2 = 2/4 Example 2: 4/6 = ⅔
- M03.A-F.1.1.4 Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form 3 = 3/1. Example 2: Recognize that 6/1 = 6.

- M03.A-F.1.1.5 Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.

Total Days: 45

Marking Period 3

Unit 7: Geometry: Shapes and their Attributes (15 days)

Standards:

- CC.2.3.3.A.1 - Identify, compare, and classify shapes and their attributes
- CC.2.3.3.A.2 - Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fractions of the whole.

Anchors:

- M03.C-G.1 - Reason with shapes and their attributes.

Eligible Content:

- M03.C-G.1.1.1 - Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category.
- M03.C.-G.1.1.2 - Recognize rhombi, rectangles, and squares as examples of quadrilaterals that do not belong to any of these subcategories.
- M03.C-G.1.1.3 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Unit 8: Measurement and Data: Time (15 days)

Standards:

- CC.2.4.3.A.2 - Tell and write time to the nearest minute and solve problems by calculating time intervals.

Anchors:

- M03.D-M.1 - Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.

Eligible Content:

- M03.D-M.1.1.1 - Tell, show, and/or write time (analog) to the nearest minute.
- M03.D-M.1.1.2 - Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less.)

Unit 9: Measurement and Data: Measurement (15 days)

Standards:

- CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.

Anchors:

- M03.D-M.1 - Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.

Eligible Content:

- M03.D-M.1.2.1 - Measure and estimate liquid volumes and masses of objects using standard units (cups, pints, quarts, gallons, ounces, and pounds and metric units liters, grams, and kilograms.

- M03.D-M.1.2.2 - Add, subtract, multiply, and divide to solve one-step word problems involving masses or liquid volumes that are given in the same units.
- M03.D-M.1.2.3. Use a ruler to measure lengths to the nearest quarter inch or centimeters.

Total Days: 45

Marking Period 4

Unit 10: Measurement and Data: Money (10 days)

Standards:

- CC.2.4.3.A.3 - Solve problems and make change involving money using a combination of coins and bills.

Anchors:

- M03.D-M.1 - Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.

Eligible Content:

- M03.D-M.1.3.1 - Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than $5.00.
- M03.D-M.1.3.2 - Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, and dollar.).
- M03.D-M.1.3.3 - Round amounts of money to the nearest dollar.

Unit 11: Measurement and Data: Graphing (10 days)

Standards:

- CC.2.4.3.A.4 - Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

Anchors:

- M03.D-M..2 - Represent and interpret data.

Eligible Content:

- M03.D-M.2.1.1 - Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scaled limited to 1, 2, 5, and 10).
- M03.D-M.2.1.2 - Solve one- and two- step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10).
- M03.D-M.2.1.3 - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scaled is marked in appropriate units - whole numbers, halves, or quarters.
- M03.D-M.2.1.4 - Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables.

Unit 12: Getting Ready for Fourth Grade (23 days)
Total days: 45
Standards:

- CC.2.4.3.A1 - Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.
- CC.2.1.3.C.1 - Explore and develop an understanding of fractions as numbers.
- CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division
- CC.2.4.1.A..5 - Determine the area of a rectangle and apply the concept to multiplication and addition.
- CC.2.4.3.A.4 - Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

Anchors:

- M03.D-M.1.2.1- Measure and estimate liquid volumes and masses of objects using standard units (Cups [c],pints [pt], quarts [qt], gallons [gal], ounces [oz], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).
- M03.A-F.1 - Develop an understanding of fractions as numbers.
- M03.B-O.1 Represent and solve problems involving multiplication and division.
- M03.D-M.3 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- M03.D-M.2 - Represent and interpret data.

Eligible Content:

- M03.D-M.1.2.1 Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).
- M03.A-F.1.1.5 Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.
- M03.B-O.1.1.1 - Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.
- M03.D-M.3.1.2 - 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 area in mathematical reasoning.
- M03.D-M.2.1.1 - Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scaled limited to 1, 2, 5, and 10)

Marking Period 1

Unit 0: Numbers in Base Ten (9 days)

Overview: Use place value concepts to represent amounts of tens, ones, hundreds, and thousands. Use place value concepts to compare up to four-digit numbers. Use place value concepts to read, write, and skip count through thousands.

Standards Addressed:

- **CC.2.1.3.B.1**- Apply place value understanding and properties of operations to perform multi-digit arithmetic.

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

Eligible Content:

- M03.A-T.1.1.4 - Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Use and match place value names (up to 9,999). (DOK 1)	**Go Math Grade 2** ● Launch Activity 1: Place Value to Three digits **IXL** ● TakeOff Grade 2- Unit 8 Place Value (A8F) **Khan Academy:** ● Using Place Value Blocks to Show Numbers within 1000 ● Identifying values in digits **Teacher Created Materials** **Waggle**
Construct conversions to and from a number, between place values and between standard and expanded forms (DOK 2).	**Go Math Grade 2** ● Chapter 1 Lesson 7 Different Forms of Numbers Reteach and Enrich Activities **IXL** ● Second Grade**:** L.15 Convert Between Standard and Expanded Form (DZB) ● Third Grade: A.5 Convert Between Standard and Expanded Form (2GS) **Khan Academy:** ● Expanded form ● Number and word form of a number **Generation Genius** ● Numbers in Expanded & Word Form

	(1,000 and beyond)
Use a number line to skip count (DOK 1)	**Go Math** ● Chapter 2 Lesson 3: Unlock the Problem and Share and Show **Khan Academy:** ● Multiplication on the number line **Waggle** **IXL**: ● TakeOff Lesson 2.7- Use number lines to multiply ● Go Math 2023 Skill Plan, Chapter 2, Lesson 3
Correctives: ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** ● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative:** ● Unit 0 Lesson Level Quizzes ● Performance Tasks **Summative:** ● Unit 0 Common Assessment

Unit 1: Numbers in Base Ten (14 days)

Overview: Represent and solve problems involving addition and subtraction up to three digits; use place values to represent amounts of tens and ones and to compare three-digit numbers, use place value to order numbers by value, use place value to round numbers to the nearest tens and hundreds place.

Standards Addressed:

- **CC.2.1.3.B.1 -** Apply place value understanding and properties of operations to perform multi-digit arithmetic.

Anchor: M03.A-T.1 - Use place-value understanding and properties of operations to perform multi-digit arithmetic.

Eligible Content:

- M03.A-T.1.1.1 Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.
- M03.A-T.1.1.2 Add two- and three-digit whole numbers (limit sums from 100
- through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.
- M03.A-T.1.1.4 Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Add three-digit whole numbers (DOK 2)	**Go Math Grade 2**(Online) ● Chapter 10 Lesson 5: Addition Regroup Ones and Tens Reteach and Enrich Activity **Waggle** **IXL**: ● **TakeOff Grade 2** ○ Lesson 3.5- Break Apart Both Addends ○ Lesson 3.6 Break Apart Both Addends and Regroup ○ Lesson 3.9 Add With the Standard Algorithm ● **TakeOff Grade 3** ○ Lesson 1.3 Break Apart Both Numbers to Add **Khan Academy:** ● **Adding with regrouping** ● **Breaking apart 3-digit addition** ● **Addition using groups of 10 and 100** ● **Using place value to add 3-digit numbers**

Subtract three-digit whole numbers (DOK 2)	**Online Go Math Grade 2** ● Chapter 10 Lesson 9: Subtraction Regroup Hundreds and Tens Reteach and Enrich Activities ● Chapter 10 Lesson 10: Regrouping with Zeros Reteach and Enrich Activities **Waggle** **IXL** ● **Takeoff Grade 2** ○ Lesson 4.6 Break Apart Both Numbers to Subtract **IXL** ● **Takeoff Grade 3**: ○ Lesson 1.3 Break Apart A Number To Add or Subtract ○ Lesson 1.12 Break Apart Both Numbers to Subtract **Generation Genius** ● Add and Subtract within 1,000 ● Add and Subtract Using the Standard Algorithm
Round two- and three-digit whole numbers to the nearest 10 or 100 (DOK 2)	**Go Math Grade 3** ● Chapter 1 Lessons 2-7 (substitute "compatible numbers" for rounding to the nearest 10 or 100) **IXL:** ● Round to the Nearest Ten or Hundred (Q65) ● **Takeoff Grade 3:** ○ Lesson 1.2 Round Using Place Value ○ Lesson 1.7 Estimate Sums and **Khan Academy:** ● Rounding to the nearest 10 on the number line ● Rounding to the nearest 100 on the number line ● Rounding to the nearest 100 and 10 **Waggle** **Generation Genius**

	• Rounding (Nearest 10 and 100)
Organize a set of numbers according to value (least great to greatest/greatest to least greatest) (DOK 2)	**Online Go Math Grade 2:** • Chapter 2 Lesson 7 Order Numbers Reteach and Enrich Activities **IXL:** • Order Numbers (X92) **Waggle**
Correctives: • Go Math corrective resources • Xtra Math • Rocket Math • Waggle as based on Growth Measure • IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** • Go Math corrective resources • Xtra Math • Rocket Math • Waggle as based on Growth Measure • IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** • IXL Snapshot • Go Math Growth Measure • STAR Math **Formative:** • Unit 1 Lesson Level Quizzes • Performance Tasks **Summative:** • Unit 1 Common Assessment

Unit 2: Measurement and Data: Perimeter (8 days)

Overview: Recognize perimeter as an attribute of plane figures. Solve real-world and mathematical problems involving perimeters of polygons. Find the perimeter given the side lengths. Find an unknown side length.

Standards Addressed:

- CC.2.4.3.A.6 - Solve problems involving perimeters of polygons and distinguish between linear and area measures.

Anchor: Find and use the perimeters of plane figures.

Eligible Content:

- **M03.D-M.4.1.1 -** Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.

Objectives (Students will be able to)	**Core Activities and Corresponding Instructional Methods**
Calculate perimeter of a polygon by counting units. (DOK 1)	**Go Math:** ● Chapter 9 Lesson 1 **IXL**: ● Perimeter of figures on grids ● -IXL Take Off Unit 8 **Khan Academy**: ● Perimeter - Introduction ● Perimeter of a shape **Generation Genius:** ● Intro to Perimeter
Estimate and measure perimeter of rectangles. (DOK 1-2)	**Go Math:** ● Chapter 9 Lesson 2 **IXL:** ● IXL Take Off Unit 8
Use a formula to find perimeter. (DOK 1)	**Go Math:** ● Chapter 9 Lesson 3 **IXL**: ● Perimeter of rectangles (ZJT) ● Perimeter of polygons (LLY) ● Find the perimeter: word problems (PCZ) ● Perimeter of rectilinear shapes (65Z) ● IXL Take Off Unit 8

Compare areas of rectangles that have the same perimeter. (DOK 3)	**Go Math:** ● Chapter 9 Lesson 4 **IXL**: ● Relationship between area and perimeter: find the area (KNR) ● IXL Take Off Unit 8
Compare perimeters of rectangles that have the same perimeter. (DOK 3)	**Go Math:** ● Chapter 9 Lesson 5 **IXL:** ● Relationship between area and perimeter: find the perimeter (ZWF) ● IXL Take Off Unit 8
Develop a concise explanation of how to find the unknown length of a side in a plane figure when you know its perimeter. (DOK 3)	**Go Math:** ● Chapter 9 Lesson 6 **IXL**: ● Perimeter of polygons: find the missing side lengths (5X5) ● Find the missing side length of a rectangle: word problems (DKC) ● IXL Take Off Unit 8 **Khan Academy**: ● Find the missing side lengths when given perimeter
Correctives: ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** ● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative:** ● Unit 2 Lesson Level Quizzes ● Performance Tasks **Summative:** ● Unit 2 Common Assessment

Unit 3: Operations and Algebraic Thinking: Multiplication (12 days)

Overview: Represent and solve problems involving multiplication and division; understand properties of multiplication and the relationship between multiplication and division; solve problems involving the four operations and identify and explain patterns in arithmetic.

Standards Addressed:

CC.2.2.3.A.1; CC.2.2.3.A.2; CC.2.2.3.A.4

Anchor: Understand various meanings of multiplication and division

Anchor: Solve Mathematical and real-world problems using multiplication and division, including determining the missing number in a multiplication and/or division equation.

Eligible Content:

- M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10 x 10)
- M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10)
- M03.B-O.1.2.1 Use multiplication (up to and including 10 x 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Use equal groups to find how many in all (DOK 1)	**Go Math**: ● Chapter 2 Lesson 1: Unlock the Problem and Share and Show **Khan Academy:** ● Equal groups (video) | Khan Academy **Waggle** **IXL**: ● TakeOff Lesson 2.1- Understand Equal Groups ● Go Math 2023 Skill Plan, Chapter 2, Lesson 1 ● Go Math 2023 Skill Plan, Chapter 2, Lesson 2 **Generation Genius** ● Intro to Multiplication
Determine how multiplication is like/different addition (DOK 2)	**Go Math**: ● Chapter 2 Lesson 2: Unlock the Problem and Share and Show **Khan Academy:** ● Multiplication as repeated addition

	(video) | Khan Academy **Waggle**
Use a number line to skip count (DOK 1)	**Go Math**: ● Chapter 2 Lesson 3: Unlock the Problem and Share and Show **Khan Academy:** ● Multiplication on the number line (video) | Khan Academy **Waggle** **IXL**: ● TakeOff Lesson 2.7- Use number lines to multiply ● Go Math 2023 Skill Plan, Chapter 2, Lesson 3
Use arrays to model multiplication and find factors (DOK 1)	**Go Math**: ● Chapter 2 Lesson 5: Unlock the Problem and Share and Show **Khan Academy:** ● Multiplication with arrays (video) | Khan Academy **Waggle** **IXL**: ● TakeOff Lesson 2.4-Use arrays to multiply ● Go Math 2023 Skill Plan, Chapter 2, Lesson 5

Anchor: Use properties to simplify and solve multiplication problems

Eligible Content:

- M03.B-O.2.1.1 Apply the commutative property of multiplication (not identification or definition of the property).
- M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Use the Commutative Property of Multiplication to find products (DOK 1)	**Go Math**: ● Chapter 2 Lesson 6: Unlock the Problem and Share and Show **Khan Academy:** ● Commutative property of multiplication (video) | Khan Academy

	Waggle **IXL:** ● Takeoff Lesson 2.5- Commutative Property of Multiplication ● Go Math 2023 Skill Plan, Chapter 2, Lesson 6
Use the Associative Property of Multiplication to find products (DOK 1)	**Go Math**: ● Chapter 3 Lesson 6 : Unlock the Problem and Share and Show **Khan Academy:** ● Associative property of multiplication (video) | Khan Academy **Waggle** **IXL:** ● TakeOff Lesson 3.9- Multiply Three Numbers ● Go Math 2023 Skill Plan, Chapter 3, Lesson 6 **Generation Genius** ● Multiplication Properties

Anchor: Relate division to a missing number multiplication equation

Anchor: Solve Mathematical and real-world problems using multiplication and division, including determining the missing number in a multiplication and/or division equation.

Eligible Content:

- M03.B-O. 2.2.1 Interpret and/or model division as a multiplication equation with an unknown factor.
- M03.B-O.1.2.2 Determine the unknown whole number in a multiplication (up to and including 10 x 10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers.
- M03.B-O.3.1.1 Solve two step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.
- M03.B-O.3.1.2 Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers.
- M03.B-O.3.1.3 Assess the reasonableness of answers. Limit to problems with whole numbers and having whole-number answers.

Objectives (Students will be able to)	Core activities and Corresponding Instructional Methods:
Students will use an array or a multiplication table to find an unknown factor or product (DOK 1)	**Go Math**: ● Chapter 7 Lesson 5: Unlock the Problem and Share and Show **Khan Academy:** ● **Letters and symbols in multiplication and division equations (video)** **Waggle** **IXL:** ● Go Math 2023 Skill Plan, Chapter 7, Lesson 5

Anchor: Use operations, patterns, and estimation strategies to solve problems (may include word problems)

Eligible Content:

- M03.B-O.3.1.4 Solve two-step equations using order of operations (equation is explicitly stated with no regrouping symbols)
- M03.B-O.3.1.5 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations.
- M03.B-O.3.1.6 Create or match a story to a given combination of symbols (+, -, x, ÷, <, >, and =) and numbers.
- M03.B-O.3.1.7 Identify the missing symbol (+, -, x, ÷, <, >, and =) that makes a number sentence true.

Objectives (Students will be able to)	Core activities and Corresponding Instructional Methods:
Students will solve two-step equations using order or operations. (DOK 2)	**IXL:** ● Two Step mixed Operations Word Problems **Khan Academy:** ● Order of operations (2-step expressions) ● Multiplication word problem: soda party ● Division word problem: blueberries

Students will identify arithmetic patterns (DOK 1)	**Go Math**: ● Chapter 7 Lesson 2: Unlock the Problem and Share and Show **Khan Academy:** ● Finding patterns in numbers **Waggle** **IXL**: ● TakeOff Lesson 7.1- Real World Patterns ● Go Math 2023 Skill Plan, Chapter 7, Lesson 2
Students will create and match a number sentence with a given combination of symbols and numbers (DOK 4)	**Khan Academy:** ● Finding patterns in numbers **IXL**: ● TakeOff Lesson 7.3- Multiplication Patterns and Properties
Students will identify missing symbols that make a number sentence true (DOK 1)	**IXL**: ● TakeOff Lesson 7.4 Represent unknown numbers with letters
Correctives: ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Core program corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** ● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative:** ● Unit 3 Lesson Level Quizzes ● Performance Tasks **Summative:** ● Unit 3 Common Assessment

Marking Period 2
Unit 4: Measurement and Data: Area (10 days)

Overview: Measure area by counting unit squares and by multiplying the side lengths of rectangles. Solve real-world and mathematical problems involving the area of polygons. Find unknown lengths of sides.

Standards Addressed:

- **CC.2.4.1.A..5** Determine the area of a rectangle and apply the concept to multiplication, and addition.

Anchor:

- **M03.D-M.3 -** Geometric measurement: understand concepts of are and relate area to multiplication and to addition.

Eligible Content:

- M03.D-M.3.1.1 - Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units.)
- M03.D-M.3.1.2 - 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 area in mathematical reasoning.

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Identify the number of unit squares to find the area of a figure (DOK1)	**Go Math:** ● Chapter 8 - Lesson 1 Understand Area ● Chapter 8 - Lesson 2 Measure Area By Counting Unit Squares **IXL:** ● Area of figures on grids J93 ● Create figures with a given area Z2H ● Find the area of figures made of unit squares FLQ ● Tile a rectangle and find the area EKK ● TakeOff: 4.1-4.2 **Khan Academy:** ● Intro to area and unit squares **Generation Genius:** ● Intro to Finding Area
Relate multiplication and addition to find the area of area models (DOK2)	**Go Math:** ● Chapter 8 - Lesson 3: Relate Area to Addition and Multiplication ● Chapter 8 - Lesson 4: Solve Problems with Area **IXL:** ● Multiply to find the area of a rectangle made of unit squares (S7G)

	• Create rectangles with a given area (V73) • Find the area of rectangles and squares (8KJ) • Find the area of rectangles: word problems (5HA) • TakeOff: 4.3, 4.5-4.6 **Khan Academy:** • Counting unit squares to find area formula (video) | Khan Academy
Correctives: • Go Math corrective resources • Xtra Math • Rocket Math • Waggle as based on Growth Measure • IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** • Core program enrichment resources • Xtra Math • Rocket Math • Waggle as based on Growth Measure • IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** • IXL Snapshot • Go Math Growth Measure • STAR Math **Formative:** • Unit 3 Lesson Level Quizzes • Performance Tasks **Summative:** • Unit 4 Common Assessment

Unit 5 : Operations and Algebraic Thinking: Division (15 days)

Overview: Describe and interpret whole-number quotients of whole numbers. Use division to solve word problems in situations involving equal groups, arrays, and measurement quantities. Determine the unknown number in a division equation relating three whole numbers. Model division as a multiplication equation with an unknown factor.

Standards:

- **CC.2.2.3.A.1**
- **CC.2.2.3.A.2**
- **CC.2.2.3.A.3**

Anchors:

- **M03.B-O.1** Represent and solve problems involving multiplication and division.
- **M03.B-O.2** Understand properties of multiplication and the relationship between multiplication and division.

Eligible Content:

- **M03.B-O.1.1.1 -** Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.
- **M03.B-O.1.1.2** - Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10.)
- **M03.B-O.1.2.1** - Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.
- **M03.B-O.1.2.2** - Determine the unknown whole number in a multiplication (up to and including 10 × 10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. Example: Determine the unknown number that makes an equation true.
- **M03.B-O.2.1.1** - Apply the commutative property of multiplication (not identification or definition of the property).
- **M03.B-O.2.2.1** - Interpret and/or model division as a multiplication equation
- with an unknown factor.

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Students will use an array or a multiplication table to find an unknown factor or product (DOK 1)	**Go Math**: ● Chapter 7 Lesson 5: Unlock the Problem and Share and Show **Khan A**cademy: ● Letters and symbols in multiplication and division equations (video) Waggle

	IXL: ● Go Math 2023 Skill Plan, Chapter 7, Lesson 5
Students will use arrays to find the number of objects in each row or the number of rows to solve division problems (DOK 1)	**Go Math**: ● Chapter 5 Lesson 6: Unlock the Problem and Share and Show **Khan Academy:** ● Visualizing division with arrays ● Division with arrays (practice) **IXL:** ● Takeoff Lesson 5.5- Use Arrays to Divide ● Go Math 2023 Skill Plan, Chapter 5, Lesson 6
Students will use bar models and arrays to relate multiplication and division as inverse operations (DOK 1)	**Go Math**: ● Chapter 5 Lesson 7: Unlock the Problem and Share and Show **Khan Academy:** ● Relating division to multiplication ● Relate division to multiplication ● Relate multiplication and division equations **IXL:** ● Takeoff Lesson 6.1- Use Multiplication to Divide Go Math 2023 Skill Plan, Chapter 5, Lesson 7
Students will write related multiplication and division facts (DOK 1)	**Go Math**: ● Chapter 5 Lesson 8: Unlock the Problem and Share and Show **Khan Academy:** ● Fact families (practice) | Intro to division **IXL:** ● Go Math 2023 Skill Plan, Chapter 5, Lesson 8

Unit 6: Numbers and Operations: Fractions (20 days)

Overview: Describe equal parts of a whole. Represent and name one and more than one part of a whole divided into equal parts. Represent and locate fractions on number lines. Express numbers greater than 1 as fractions and whole numbers. Write fractional parts of a set.

Standards:

- **CC.2.1.3.C.1 -** Explore and develop an understanding of fractions as numbers.

Anchors:

- **M03.A-F.1 -** Develop and understanding of fractions as numbers.
  Eligible Content:
  - M03.A-F.1.1.1 Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
  - M03.A-F.1.1.2 Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
  - M03.A-F.1.1.3 Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator). Example 1: 1/2 = 2/4 Example 2: 4/6 = ⅔
  - M03.A-F.1.1.4 Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8). Example 1: Express 3 in the form 3 = 3/1. Example 2: Recognize that 6/1 = 6.
  - M03.A-F.1.1.5 Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Students will be able to identify and partition shapes into equal parts of a whole (DOK 1)	**Go Math**: ● Chapter 11 Lesson 1 **IXL:** ● Identify equal parts (FHY) ● Identify halves, thirds, and fourths (2T6) **Khan Academy:** ● Partitioning Fractions Video

Students will be able to distinguish the difference between numerators and denominators and what they represent (DOK 2)	**Go Math:** ● Chapter 11 Lesson 2 ● Chapter 11 Lesson 3 ● Chapter 11 Lesson 7 **IXL:** ● Math unit fractions to models (CPK) ● Unit fractions word problems (HM7) ● Unit fractions modeling word problems (UV8) ● Write fractions using numbers and words (7FX) ● Understand fractions: area models (RTW) ● Show fractions: area models (NLE) ● Fractions of whole: word problems (BV7) ● Match fractions to models (YHL) ● Fractions of a whole: modeling word problems (9PU) ● Understand fractions: fraction bars (6JL) ● Show fractions: fraction bars (ZPW) ● Fractions of a group (5Z6) **Khan Academy:** Khan Academy | Identifying Unit Fraction Word Problems Video
Students will be able to represent, interpret, and locate fractions on a number line (DOK 1)	**Go Math:** ● Chapter 11 Lesson 4 **IXL:** ● Identify fractions on a number line (AWH) ● Graph fractions less than one on number lines (HWJ) ● Identify unit fractions on number lines (JVC) ● Fractions of number lines (J8M) **Khan Academy:** ● Compare Fractions On the Number Line **Generation Genius** ● Intro to Fractions Using the Number Line

Students will be able to create equivalent fractions (DOK 2)	**Go Math:** ● Chapter 11 Lesson 5 **IXL:** ● Decompose fractions into unit fractions (99A) **Khan Academy:** ● Equivalent Fractions With Visuals
Students will be able to express fractions as whole numbers (DOK 2)	**Go Math:** ● Chapter 11 Lesson 6 **IXL:** ● Select fractions equivalent to whole numbers using models (GKZ) ● Graph fractions equivalent to one on number lines (7BL) ● Select fractions equivalent to whole numbers (42U) **Khan Academy:** ● Representing 1 As A Fraction Video
Students will be able to compare fractions with the same denominator (DOK 3)	**Go Math:** ● Chapter 12 Lesson 1 ● Chapter 12 Lesson 2 ● Chapter 12 Lesson 4 ● Chapter 12 Lesson 6 **IXL:** ● Compare fractions with like denominators on number lines (63U) ● Compare fractions with like denominators (8SU) ● Compare fractions with like denominators using models (TDE) ● Order fractions with like denominators (HYZ) ● Order fractions (GBA) ● Compare fractions (78D) ● Graph smaller of larger fractions on a number line (2PH) ● Compare fractions using models (MJ2) **Khan Academy:** Comparing Fractions With the Same Denominator ***Lesson extension:*** **Go Math:** ● Chapter 3: Compare Fractions with

	the Same Numerator **IXL:** ● Compare fractions with like numerators using models (RGM) ● Compare fractions with like numerators (PCW)
Students will be able to distinguish the equivalency of fractions (DOK 2)	**Go Math:** ● Chapter 12 Lesson 6 ● Chapter 12 Lesson 7 **IXL:** ● Find an equivalent fraction using an area model (GN9) ● Find equivalent fractions using number lines (JL8) ● Find equivalent fractions using area models: two models (ZJ2) **Khan Academy:** ● Compare Fractions With > and < Symbols Video **Generation Genius** ● Equivalent Fractions
Correctives: ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Core program enrichment resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** ● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative:** ● Unit 11 & 12 Lesson Level Quizzes ● Performance Tasks **Summative:** ● Units 11 & 12 Common Assessment

Marking Period 3

Unit 7: Geometry: Shapes and Their Attributes (15 days)
Overview: Identify and describe attributes of plane shapes. Describe angles in two dimensional shapes. Determine lines to be intersecting, perpendicular, or parallel. Classify, compare, and draw quadrilaterals.
Standards Addressed:

- **CC.2.3.3.A.1**
- **CC.2.3.3.A.2**

Anchors:

- **M03.C-G.1 - Reasons with shapes and their attributes.**
  Eligible Content:
  - M03.C-G.1.1.1 - Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category.
  - M03.C.-G.1.1.2 - Recognize rhombi, rectangles, and squares as examples of quadrilaterals that do not belong to any of these subcategories.
  - M03.C-G.1.13 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Identify and distinguish attributes of plane shapes. (DOK 2)	**Go Math:** ● Chapter 14 Lesson 1 **IXL:** ● Points, lines, line segments, and rays DFS ● TakeOff: Unit 13 **Generation Genius** ● Lines, Line Segments, and Rays
Describe angles in 2 dimensional shapes. (DOK 1)	**Go Math:** ● Chapter 14 Lesson 2 **IXL:** ● Angels greater than, less than, or equal to a right angle 2YR ● TakeOff: Unit 13 **Generation Genius** ● Intro to Angles
Distinguish if lines or line segments are intersecting, perpendicular, or parallel. (DOK 2)	**Go Math:** ● Chapter 14 Lesson 3 **IXL:** ● Parallel, perpendicular, and

	intersecting lines 9SX ● Parallel sides in quadrilaterals 6E9 ● TakeOff: Unit 13
Describe, classify, and compare quadrilaterals based on their sides and angles. (DOK 2)	**Go Math:** ● Chapter 14 Lesson 4 **IXL:** ● Identify parallelograms V6L ● Identify trapezoids 67A ● Identify rectangles 47T ● Identify rhombuses ZSD ● TakeOff: Unit 13 **Khan Academy:** ● Identifying Quadrilaterals **Generation Genius** ● Intro to Quadrilaterals and their Attributes
Draw quadrilaterals. (DOK 1)	**Go Math:** ● Chapter 14 Lesson 5 **IXL:** ● Draw quadrilaterals 5KS ● TakeOff: Unit 13
Correctives: ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Core program enrichment resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** ● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative:** ● Unit 14 Lesson Level Quizzes ● Performance Tasks **Summative:** ● Units 14 Common Assessment

Unit 8: Measurement: Time (15 days)

Overview: Read, write, and tell time on digital and analog clocks. Use a.m. and p.m. appropriately. Measure time intervals. Find starting and ending times using an analog clock. Solve problems involving the addition and subtraction of time.

Standards Addressed:

- **CC.2.4.3.A.2**

Anchors:

- M03.D-M.1 - Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.

Eligible Content:

- M03.D-M.1.1.1 - Tell, show, and/or write time (analog) to the nearest minute.
- M03.D-M.1.1.2 - Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less.)

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Tell and write time to the nearest minute on analog and digital clocks. (DOK 1)	**Go Math:** ● Chapter 10 Lesson 1 ● Chapter 10 Lesson 2 **IXL:** ● Read clocks and write times 5ZQ ● Write times EQS ● Match analog and digital clocks L5U ● Match clocks and times LPT ● A.M. or P.M. MUC ● Reading a timeline LDK ● Reading schedules SWU ● TakeOff: Unit 9 **Khan Academy:** ● Telling time to the nearest minute **Generation Genius** ● Telling Time (Nearest Minute)
Calculate elapsed time to the minute in a given situation. (DOK 1)	**Go Math:** ● Chapter 10 Lesson 3 ● Chapter 10 Lesson 4 **IXL:** ● Find the elapsed time SCQ ● Find the elapsed time: word problems V9D ● Find the end time U7B ● Find the end time: word problems 5VC ● Find the start and end times: two step

	word problems C95 ● TakeOff: Unit 9 **Khan Academy:** ● Elapsed time **Generation Genius** ● Measure Elapsed Time
Draw a diagram to solve problems using elapsed time. (DOK 1)	**Go Math:** ● Chapter 10 Lesson 5 **IXL:** ● Time word problems: find the start, end, or elapsed times MNY ● TakeOff: Unit 9 Khan Academy:
Correctives: ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Core program enrichment resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** ● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative:** ● Unit 10 Lesson Level Quizzes ● Performance Tasks **Summative:** ● Units 10 Common Assessment

Unit 9: Measurement: Measurement (15 days)

Overview: Solve problems involving measurement and estimation of liquid volumes, masses, and lengths of objects.

Standards:

- **CC.2.4.3.A1**

Anchors:

- M03.D-M.1.2 Use attributes of liquid volume, mass, and length of objects.

  Eligible Content:

  - M03.D-M.1.2.1- Measure and estimate liquid volumes and masses of objects using standard units (Cups [c],pints [pt], quarts [qt], galloons [gal], ounces [oz], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).
  - M03.D-M.1.2.2- Add, subtract, multiply, and divide to solve one step word problems involving masses or liquid volumes that are given in the same units.
  - M03. D.M.1.2.3- Use a ruler to measure lengths to the nearest quarter inch or centimeter.

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Students will understand how cups, pints, quarts, and gallons are related (DOK 1)	**Go Math**: ● Chapter 13 Lesson 2: Unlock the Problem and Share and Show **Waggle** **IXL:** ● Go Math 2023 Skill Plan, Chapter 13, Lesson 2
Students will measure liquid volume in metric units (DOK 1)	**Go Math**: ● Chapter 13 Lesson 3: Unlock the Problem and Share and Show **Khan Academy:** ● **Understanding volume (liters) (video)** **IXL:** ● Go Math 2023 Skill Plan, Chapter 13, Lesson 3
Students will estimate and measure weight with ounces and pounds. (DOK 2)	**Go Math**: ● Chapter 13 Lesson 4: Unlock the Problem and Share and Show **IXL:** ● Go Math 2023 Skill Plan, Chapter 13, Lesson 4

Students will estimate and measure mass in metric units. (DOK 2)	**Go Math**: ● Chapter 13 Lesson 5: Unlock the Problem and Share and Show **Khan Academy:** ● **Understanding mass (grams and kilograms)** **IXL:** ● Go Math 2023 Skill Plan, Chapter 13, Lesson 5 **Generation Genius** ● Measure Mass and Volume (Metric Units)
Students will use models to solve measurement problems. (DOK 1)	**Go Math**: ● Chapter 13 Lesson 7: Unlock the Problem and Share and Show **Khan Academy:** ● **Word problems with mass (video) | Mass |** ● **Word problems with volume (video)** **IXL:** ● Go Math 2023 Skill Plan, Chapter 13, Lesson 7
Correctives: ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Core program enrichment resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** ● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative:** ● Unit 9 Lesson Level Quizzes ● Performance Tasks **Summative:** ● Unit 9 Common Assessment

Marking Period 4

Unit 10: Measurement, Data, and Probability: Money (10 days)
Overview: Count collections of coins and bills. Compare monetary amounts. Make change. Round money amounts.
Standards:

- CC.2.4.3.A.3:

Anchors:

- M03.D-M.1 - Solve problems involving measurement and estimation of intervals of time, money, liquid, volumes, and lengths in objects.

Eligible Content

- M03.D-M.1.3.1 Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than $5.00.
- M03.D-M.1.3.2 Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, and dollar).
- M03.D-M.1.3.3 Round amounts of money to the nearest dollar.

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Students will be able to compare total values of coin/dollar combinations equal to or less than $5.00 (DOK2)	**IXL:** ● Purchases: Do you have enough money? (T7L) ● Inequalities with money (QKG) ● Put money amounts in order (TB9) ● Count money up to $5 (3R8) **Khan Academy:** ● **Counting American Coins** ● Counting Dollars **Teacher Created Materials**
Students will be able to use addition and subtraction to make change for an amount up to $5.00 (DOK2)	**IXL:** ● Add money amounts-word problems (BK6) ● Add and subtract money amounts (AKZ) ● Exchanging Money (29V) **Teacher Created Materials**
Students will be able to round money amounts to the nearest dollar (DOK2)	**IXL:** ● Put money amounts in order (TB9) **Teacher Created Materials**
Correctives: ● Go Math corrective resources ● Xtra Math	**Assessments:** **Diagnostic:**

● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Core program corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative** ● IXL Quiz **Summative:** ● IXL Quiz

Unit 11: Measurement and Data: Graphing (10 days)

Overview: Organize data in tables. Read and interpret data n scaled picture graphs and scaled bar graphs. Draw scaled bar graphs. Measure with fractions and represent on a line plot. Solve one- and two- step problems on a lin plot.

Standards:

- CC.2.4.3.A.4

Anchors:

- M03.D-M..2 - Represent and interpret data.

Eligible Content:

- M03.D-M.2.1.1 - Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scaled limited to 1, 2, 5, and 10).
- M03.D-M.2.1.2 - Solve one- and two- step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10).
- M03.D-M.2.1.3 - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scaled is marked in appropriate units - whole numbers, halves, or quarters.
- M03.D-M.2.1.4 - Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables.

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Organize data by making tables. (DOK 2)	**Go Math:** ● Chapter 15 Lesson 1: Unlock the Problem and Share and Show **IXL:** ● Go Math 2023 Skill Plan, Chapter 15, Lesson 1 ● TakeOff Unit 12
Construct and interpret data on a scaled pictograph (DOK 2)	**Go Math:** ● Chapter 15 Lesson 3:Unlock the Problem and Share and Show ● Waggle **IXL:** ● Go Math 2023 Skill Plan, Chapter 15, Lesson 3 ● TakeOff: Unit 12 **Khan Academy:** ● Creating picture and bar graphs

Construct and interpret data on a scaled bar graph. (DOK 2)	**Go Math:** ● Chapter 15 Lesson 5:Unlock the Problem and Share and Show ● Waggle **IXL:** ● Go Math 2023 Skill Plan, Chapter 15, Lesson 5 ● TakeOff: Unit 12 **Khan Academy:** **Reading bar graphs: movies (video) | Khan Academy**
Read and interpret data in a scaled picture graph (DOK 2)	**Go Math:** ● Chapter 15 Lesson 2: Unlock the Problem and Share and Show **IXL:** ● Go Math 2023 Skill Plan, Chapter 15, Lesson 2 ● TakeOff: Unit 12 **Khan Academy:****Solving problems with picture graphs (video) | Khan Academy**
Read and interpret data in a scaled bar graph (DOK 2)	**Go Math:** ● Chapter 15 Lesson 4: Unlock the Problem and Share and Show **IXL:** ● Go Math 2023 Skill Plan, Chapter 15, Lesson 4 ● TakeOff: Unit 12 **Khan Academy:** **Reading bar graphs: movies (video) | Khan Academy**
Solve one- and two-step problems using data. (DOK 2)	**Go Math:** ● Chapter 15 Lesson 8 **IXL:** ● Go Math 2023 Skill Plan, Chapter 15, Lesson 8 ● TakeOff: Unit 12 **Khan Academy:** **Reading bar graphs: movies (video) | Khan Academy**

Measure length to the nearest half or fourth inch and represent measurement data on a line plot (DOK 1 & 2)	**Go Math:** ● Chapter 13 Lesson 1 **IXL:** ● Go Math 2023 Skill Plan, Chapter 13, Lesson 1 ● TakeOff: Unit 12 **Khan Academy:** ● Measuring lengths to nearest 1/4 unit (video) | Khan Academy ● Graphing data on line plots (video) | Khan Academy ● Interpreting line plots with fractions (video) | Khan Academy
Correctives: ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Core program corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** ● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative:** ● Unit 9 Lesson Level Quizzes ● Performance Tasks **Summative:** ● Unit 9 Common Assessment

Unit 12: Preparing for 4th Grade (25 days)

Standards:

- CC.2.4.3.A1 - Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.

- CC.2.1.3.C.1 - Explore and develop an understanding of fractions as numbers.
- CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division
- CC.2.4.1.A..5 - Determine the area of a rectangle and apply the concept to multiplication and addition.
- CC.2.4.3.A.4 - Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

Anchors:

- M03.D-M.1.2.1- Measure and estimate liquid volumes and masses of objects using standard units (Cups [c],pints [pt], quarts [qt], gallons [gal], ounces [oz], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).
- M03.A-F.1 - Develop and understanding of fractions as numbers.
- M03.B-O.1 Represent and solve problems involving multiplication and division.
- M03.D-M.3 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- M03.D-M..2 - Represent and interpret data.

Eligible Content:

- M03.D-M.1.2.1 Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).
- M03.A-F.1.1.5 Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.
- M03.B-O.1.1.1 - Interpret and/or describe products of whole numbers (up to and including 10 × 10). Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects. Example 2: Describe a context in which a total number of objects can be expressed as 5 × 7.
- M03.D-M.3.1.2 - 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 area in mathematical reasoning.
- M03.D-M.2.1.1 - Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scaled limited to 1, 2, 5, and 10).

Objectives (Students will be able to)	**Core activities and Corresponding Instructional Methods:**
Students will be able to measure and estimate liquid volumes and masses of objects using standard units (DOK2)	**Go Math Waggle:** ● Capacity ● Mass ● Mass and Capacity **IXL:** ● Which Metric Unit Is Appropriate? (FQ8) ● Compare and Convert Metric Units of Weight (DJF) ● Compare and Convert Metric Units of Volume (9TU) ● Compare and Convert Metric Units of Length (WNV)
Students will be able to compare fractions with the same numerator or denominator (DOK 3)	**Go Math Waggle:** ● Compare Fractions With Like Numerators ● Comparing Fractions With Like Denominators ● Compare Fractions **IXL:** ● Compare fractions with like numerators using models (RGM) ● Compare fractions with like numerators (PCW) ● Graph and Compare Fractions on Number Lines (6H5) ● Find Equivalent Fractions Using Number Lines (JL8) **Khan Academy:** Compare Fractions With > and < Symbols Video https://www.khanacademy.org/math/cc-third-grade-math/equivalent-fractions-and-comparing-fractions/imp-comparing-fractions/v/comparing-fractions-with-greater-than-and-less-than-symbols
Students will solve problems using	**Go Math Waggle:**

multiplication or division (DOK2)	• Understanding Division • Properties of Multiplication and Division • Thinking About Multiplication and Division • Solving Multiplication and Division Problems **IXL:** • Multiplication Tables Up To Ten (PNV) • Multiplication Facts Up to 10: Sorting (SUJ) • Multiply One Digit Numbers By Two Digit Numbers Using Area Models (QXM) • Division Facts Up to 10 (M8T) • Division Facts Up to 10: Sorting (CYJ) • Divisibility Rules For 2,5, and 10 (V6H) • Two Step Multiplication and Division Word Problems (8FP) **Fact Fluency Practice:** 99math.com Splashlearn.com Xmath
Students will be able to find the area of a rectangular shape using multiplication (DOK2)	**IXL:** • Multiply to Find the Area of a Rectangle of Unit Squares (S7G) • Create Rectangles With a Given Area (V73) **Khan Academy:** Counting unit squares to find area formula (video) | Khan Academy
Students will be able to construct and interpret data on a scaled pictograph (DOK 2)	**IXL:** • Interpret Pictographs (Y5D) • Create Pictographs (AVG) **Khan Academy:** Creating picture and bar graphs

Students will be able to construct and interpret data on a scaled bar graph. (DOK 2)	**IXL:** ● **Use Bar Graphs to Solve Problems (BCJ)** ● **Create Bar Graphs (RPF)** **Khan Academy:** Creating picture and bar graphs
Correctives: ● Go Math corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations **Extensions:** ● Core program corrective resources ● Xtra Math ● Rocket Math ● Waggle as based on Growth Measure ● IXL Diagnostic Strand Analysis Skills Recommendations	**Assessments:** **Diagnostic:** ● IXL Snapshot ● Go Math Growth Measure ● STAR Math **Formative:** **Waggle Skill Quiz:** ● Measure Capacity ● Measure Mass ● Compare Fractions With Like Denominators ● Compare Fractions With Like Numerators ● Multiply Within 100 ● Divide Within 100 **Summative:** ● Common Assessments - Getting Ready for Fourth Grade