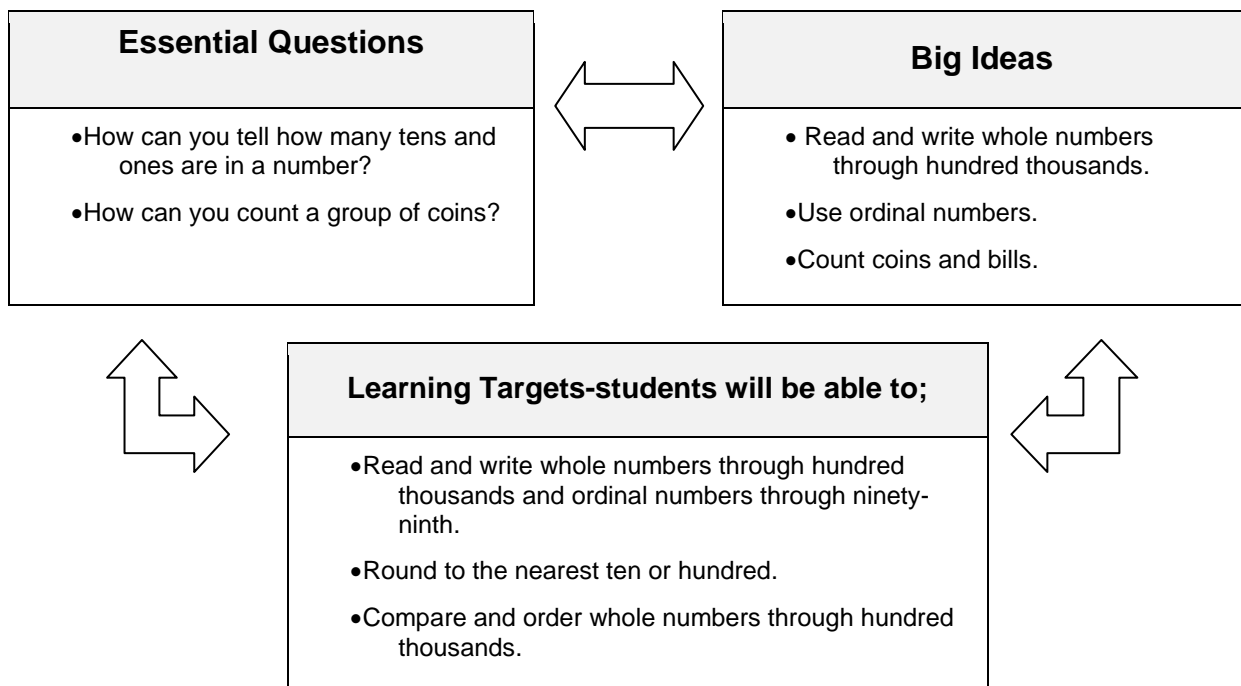


# Grade 3 Math

<b>Unit Title</b>	<b>Unit 1: Place Value and Money</b>
Time frame	4 weeks
21 <sup>st</sup> Century Themes	Critical Thinking and Problem Solving Communication and Collaboration ICT (Information, Communications and Technology) Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability Financial, Economic, Business and Entrepreneurial Literacy
Interdisciplinary focus and technology integration	Technology: Use the Internet to explore place value and money. Art: Design a coin. Science: Take a look at rocks and minerals.

## Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



## Assessment

- Formal and Informal Teacher Observations
- Formative checks for understanding and summative assessments
- Tests / Quizzes
- Study Island Assignments
- Supplemental NJ ASK Practice Questions from NJ ASK Workbooks

## Differentiation

- Hands-On Activities
- Diagnostic Assessment (based on content /skill pre-tests)
- Kinesthetic Activities
- Re-teach and Enrichment Activities
- Power Presentations (Activ Boards)
- Cooperative Learning (Flexible Grouping)
- Peer Tutoring
- Tiered Activities

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content Standards

NBT 3.1, 3.2  
OA 3.8  
MP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

### Approaches to Learning

In this unit, students acquire the knowledge to:

- Use place value to hundred thousands.
- Write, compare, and order numbers through hundred thousands.
- Count money.

### Learning Experiences

- Course of study
- Notes and examples
- Practice by homework
- Cumulative review exercises
- Test prep questions
- Hands-on activities and use of manipulatives
- Problem solving activities

### Teaching Strategies

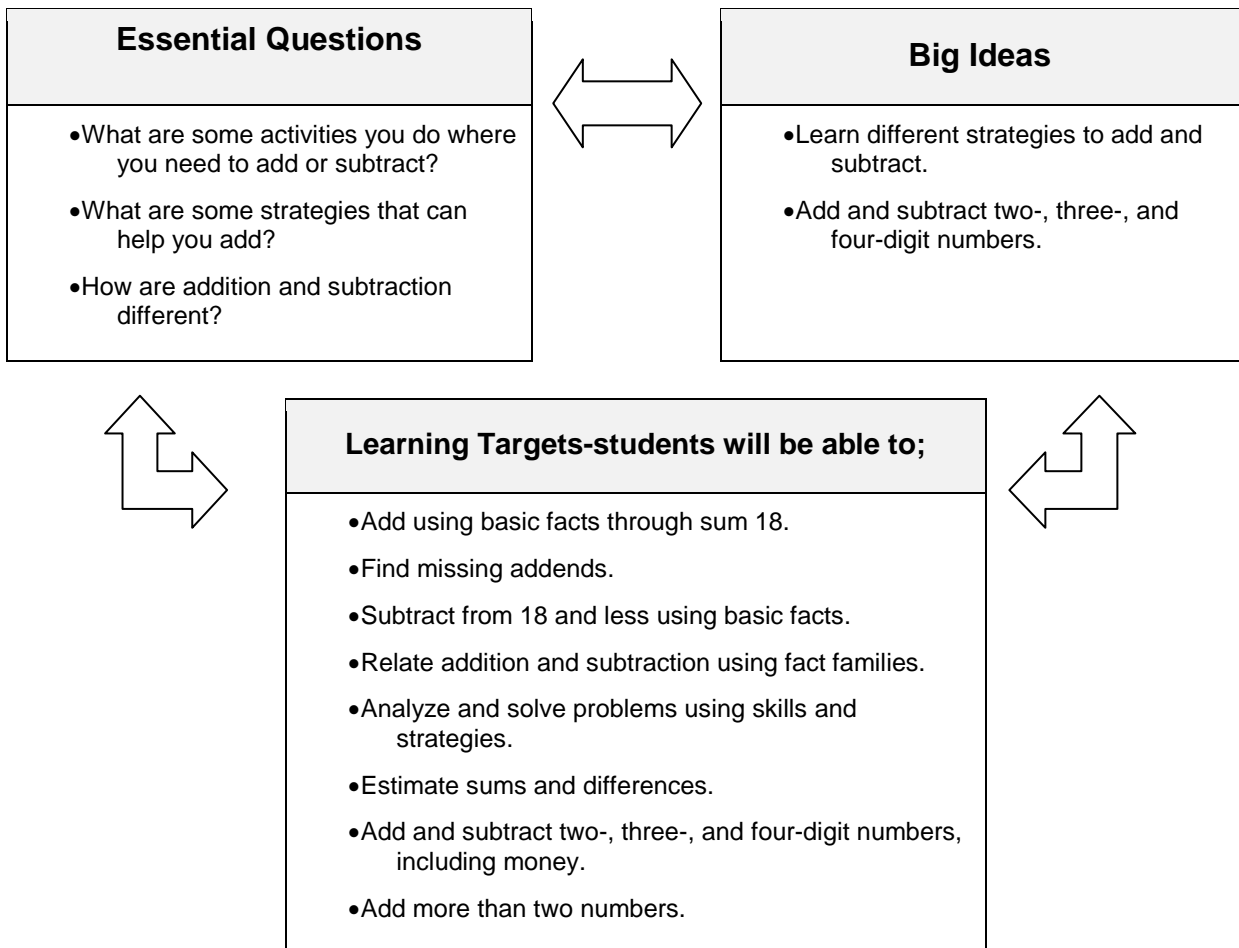
- Direct instruction
- Differentiated instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

## Resources

- Mathematics: The Path to Math Success (Grade 3). 2001: Silver Burdett Ginn, Inc.
- Internet: [www.studyisland.com](http://www.studyisland.com)

<b>Unit Title</b>	<b>Unit 2: Addition and Subtraction</b>
<b>Time frame</b>	7 weeks
<b>21<sup>st</sup> Century Themes</b>	Critical Thinking and Problem Solving Communication and Collaboration ICT (Information, Communications and Technology) Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability Creativity and Innovation
<b>Interdisciplinary focus and technology integration</b>	Technology: Use the Internet to practice addition and subtraction facts and problem solving. Language Arts: Learn the terminology for measuring the height of horses. Art: Create an animal poster.

**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**



## Assessment

- Formal and Informal Teacher Observations
- Formative checks for understanding and summative assessments
- Tests / Quizzes
- Study Island Assignments
- Supplemental NJ ASK Practice Questions from NJ ASK Workbooks

## Differentiation

- Hands-On Activities
- Diagnostic Assessment (based on content /skill pre-tests)
- Kinesthetic Activities
- Re-teach and Enrichment Activities
- Power Presentations (Activ Boards)
- Cooperative Learning (Flexible Grouping)
- Peer Tutoring
- Tiered Activities

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content Standards

NBT 3.1, 3.2

OA 3.5, 3.8, 3.9

MD 3.3

MP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

### Approaches to Learning

In this unit, students will acquire the knowledge to:

- Use fact families to 18.
- Add three or more numbers.
- Add and subtract two-, three-, and four-digit numbers with regrouping.

### Learning Experiences

- Course of study
- Notes and examples
- Practice by homework

### Teaching Strategies

- Direct instruction
- Differentiated instruction
- Interdisciplinary activities

- Cumulative review exercises
- Test prep questions
- Hands-on activities and use of manipulatives
- Problem solving activities

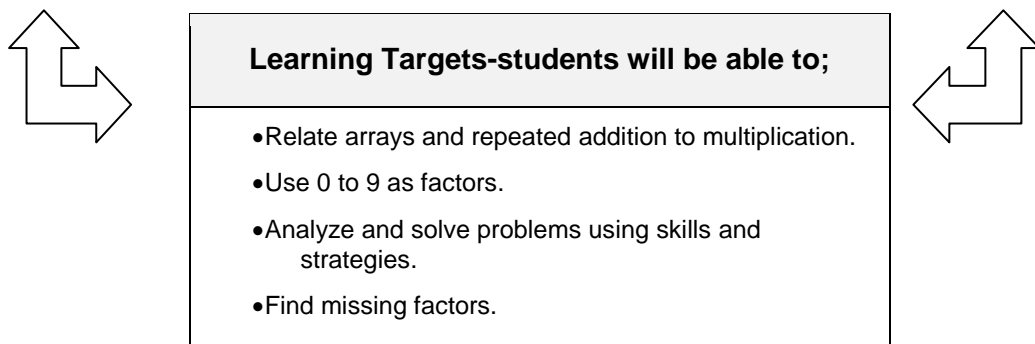
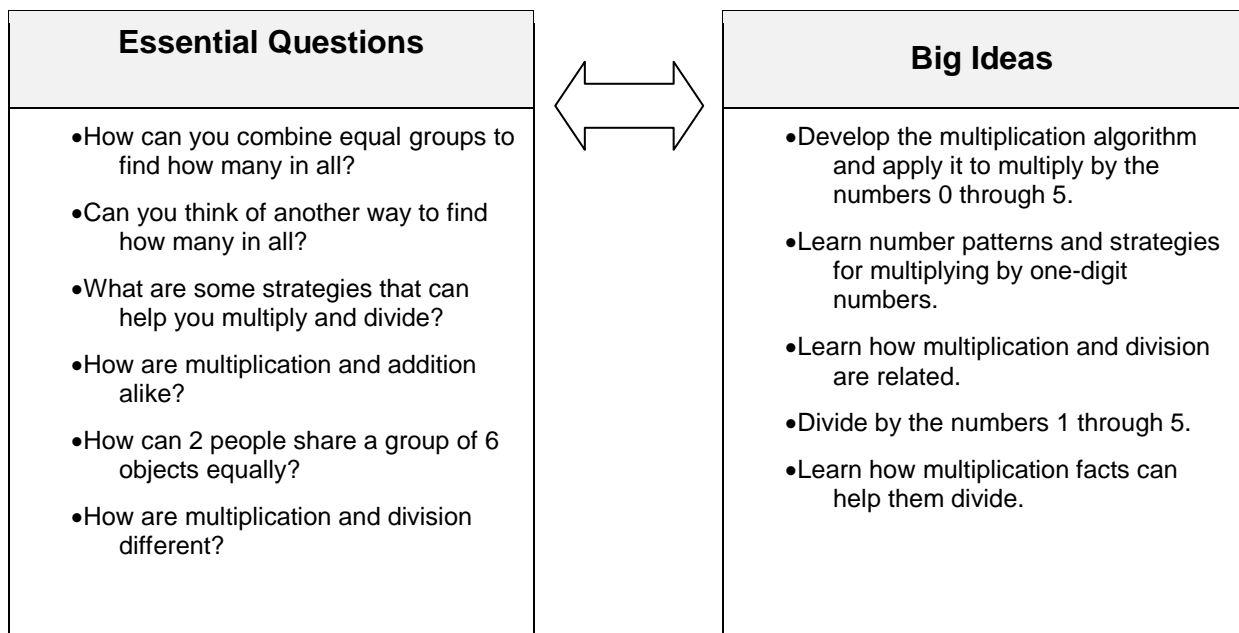
- Cooperative learning activities
- Reinforcement and remediation

## Resources

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- Internet: [www.studyisland.com](http://www.studyisland.com)

<b>Unit Title</b>	<b>Unit 3: Multiplication and Division</b>
Time frame	5 weeks
21 <sup>st</sup> Century Themes	Critical Thinking and Problem Solving Communication and Collaboration ICT (Information, Communications and Technology) Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability
Interdisciplinary focus and technology integration	Technology: Use computer frames to make an array, use a calculator and use the Internet to practice multiplication and division. Language Arts: Keep a reading log (bookworm).

**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**



- Multiply three numbers.
- Use models to show division.
- Relate multiplication and division, including fact families.
- Use 2 to 9 as divisors.
- Explore remainders with 1-digit divisors.

### Assessment

- Formal and Informal Teacher Observations
- Formative checks for understanding and summative assessments
- Tests / Quizzes
- Study Island Assignments
- Supplemental NJ ASK Practice Questions from NJ ASK Workbooks

### Differentiation

- Hands-On Activities
- Diagnostic Assessment (based on content /skill pre-tests)
- Kinesthetic Activities
- Re-teach and Enrichment Activities
- Power Presentations (Activ Boards)
- Cooperative Learning (Flexible Grouping)
- Peer Tutoring
- Tiered Activities

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content Standards

OA 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9  
 NBT 3.3  
 MP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

### Approaches to Learning

In this unit, students will acquire the knowledge to:

- Multiply facts from 0-9.
- Use the multiplication algorithm.
- Relate multiplication and division.

- Write division sentences using number lines and arrays.
- Divide by the numbers 1-9.
- Write multiplication and division fact families.

**Learning Experiences**

- Course of study
- Notes and examples
- Practice by homework
- Cumulative review exercises
- Test prep questions
- Hands-on activities and use of manipulatives
- Problem solving activities

**Teaching Strategies**

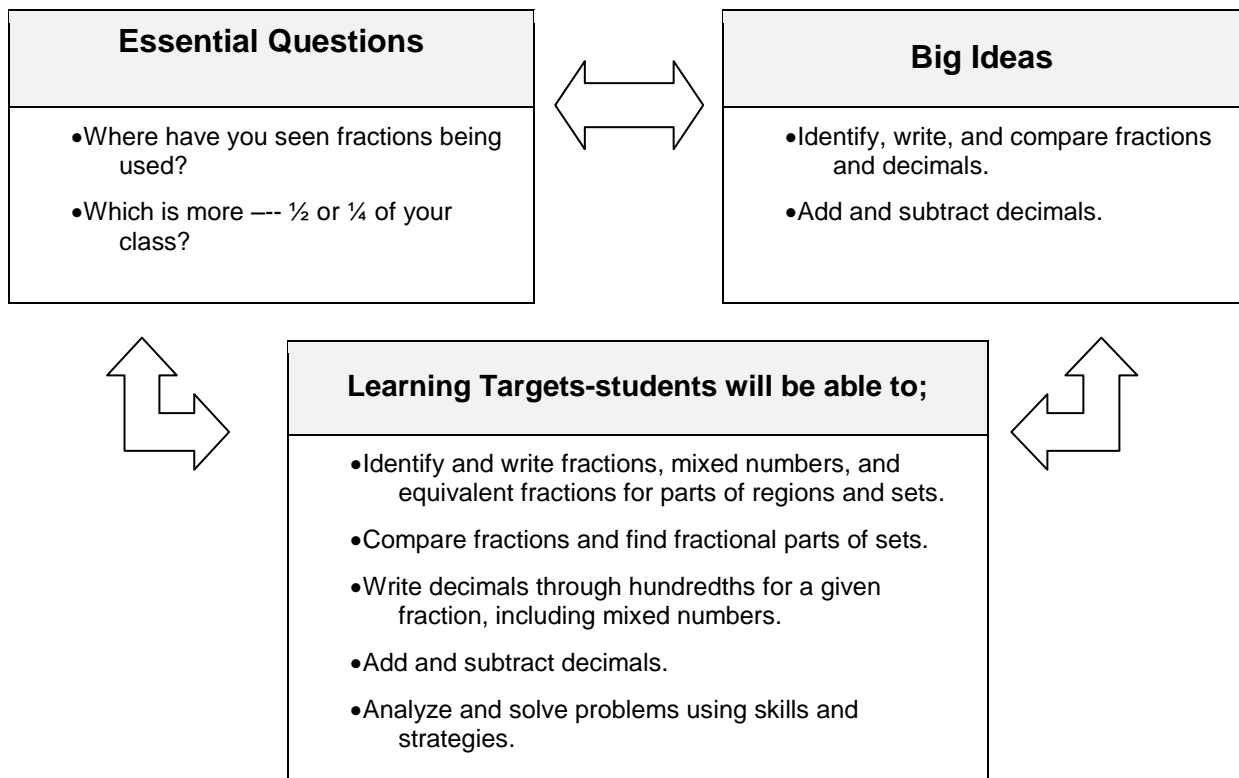
- Direct instruction
- Differentiated instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

**Resources**

- Mathematics: The Path to Math Success (Grade 3). 2001: Silver Burdett Ginn, Inc.
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<b>Unit Title</b>	<b>Unit 4: Fractions and Decimals</b>
Time frame	4 weeks
21 <sup>st</sup> Century Themes	Critical Thinking and Problem Solving Communication and Collaboration ICT (Information, Communications and Technology) Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability Environmental Literacy
Interdisciplinary focus and technology integration	Technology: Use the Internet to explore fractions and decimals and use calculators. Art: Fold paper to represent fractions. Science: Compare the fraction of Earth that is land to the fraction that is water.

**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**



## Assessment

- Formal and Informal Teacher Observations
- Formative checks for understanding and summative assessments
- Tests / Quizzes
- Study Island Assignments
- Supplemental NJ ASK Practice Questions from NJ ASK Workbooks

## Differentiation

- Hands-On Activities
- Diagnostic Assessment (based on content /skill pre-tests)
- Kinesthetic Activities
- Re-teach and Enrichment Activities
- Power Presentations (Activ Boards)
- Cooperative Learning (Flexible Grouping)
- Peer Tutoring
- Tiered Activities

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content Standards

OA 3.8  
NF 3.1, 3.2a, b, 3.3a, b, c, d,  
MP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

### Approaches to Learning

In this unit, students will acquire the knowledge to:

- Identify, compare, and write fractions and mixed numbers.
- Identify, write, add, and subtract decimals.
- Relate fractions and decimals.

### Learning Experiences

- Course of study
- Notes and examples
- Practice by homework
- Cumulative review exercises
- Test prep questions

### Teaching Strategies

- Direct instruction
- Differentiated instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

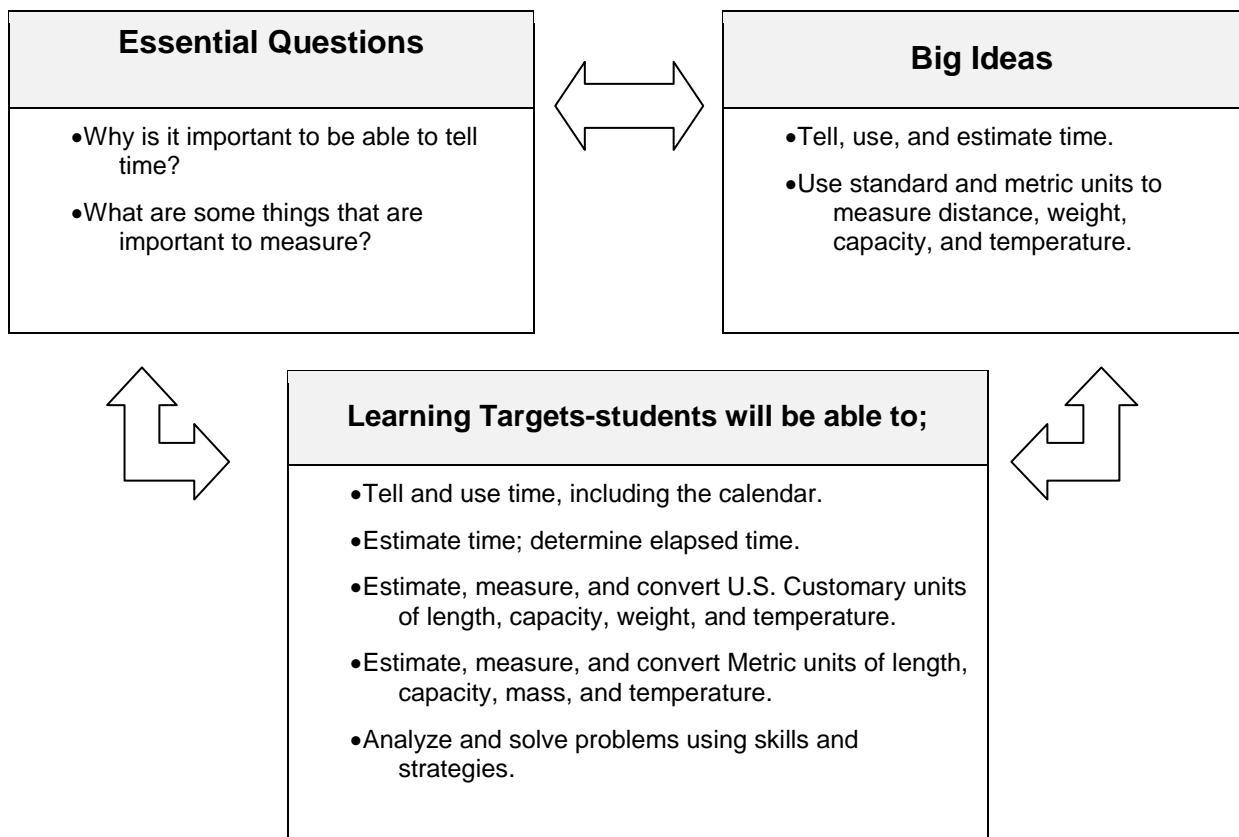
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| <ul style="list-style-type: none"><li>•Hands-on activities and use of manipulatives</li><li>•Problem solving activities</li></ul> |  |
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<b>Resources</b>	
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| <ul style="list-style-type: none"><li>•Mathematics: The Path to Math Success (Grade 3). 2001: Silver Burdett Ginn, Inc.</li><li>•Internet: <a href="http://www.studyisland.com">www.studyisland.com</a></li></ul> |  |
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<b>Unit Title</b>	<b>Unit 5: Time and Measurement</b>
Time frame	6 weeks
21 <sup>st</sup> Century Themes	Critical Thinking and Problem Solving Communication and Collaboration ICT (Information, Communications and Technology) Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability Global Awareness
Interdisciplinary focus and technology integration	Technology: Use the Internet to explore calendars and compare temperature of different cities. Science: Find out at what temperature water boils and freezes.

**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**



## Assessment

- Formal and Informal Teacher Observations
- Formative checks for understanding and summative assessments
- Tests / Quizzes
- Study Island Assignments
- Supplemental NJ ASK Practice Questions from NJ ASK Workbooks

## Differentiation

- Hands-On Activities
- Diagnostic Assessment (based on content /skill pre-tests)
- Kinesthetic Activities
- Re-teach and Enrichment Activities
- Power Presentations (Activ Boards)
- Cooperative Learning (Flexible Grouping)
- Peer Tutoring
- Tiered Activities

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content Standards

MD 3.1, 3.2, 3.4  
OA 3.8  
MP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

### Approaches to Learning

In this unit, students will acquire the knowledge to:

- Tell time to the minute.
- Measure length, weight, mass, and capacity using miles, kilometers, ounces, gallons, and milliliters.

### Learning Experiences

- Course of study
- Notes and examples
- Practice by homework
- Cumulative review exercises
- Test prep questions
- Hands-on activities and use of manipulatives
- Problem solving activities

### Teaching Strategies

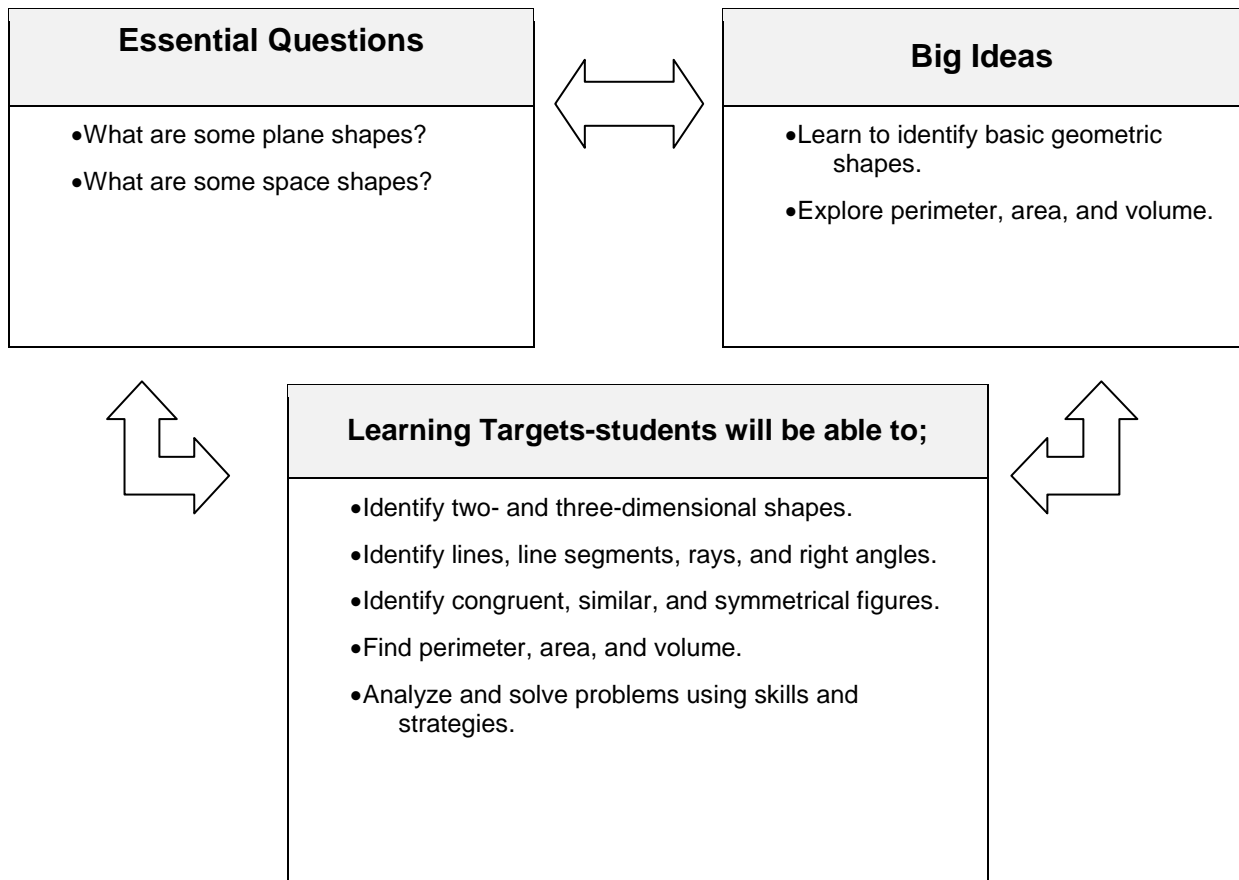
- Direct instruction
- Differentiated instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

## Resources

- Mathematics: The Path to Math Success (Grade 3). 2001: Silver Burdett Ginn, Inc.
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<b>Unit Title</b>	<b>Unit 6: Geometry</b>
Time frame	5 weeks
21 <sup>st</sup> Century Themes	Critical Thinking and Problem Solving Communication and Collaboration ICT (Information, Communications and Technology) Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability
Interdisciplinary focus and technology integration	Technology: Use the Internet to practice exploring plane and space figures. Language Arts: Write how-to instructions. Science: Learn about symmetry.

**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**



## Assessment

- Formal and Informal Teacher Observations
- Formative checks for understanding and summative assessments
- Tests / Quizzes
- Study Island Assignments
- Supplemental NJ ASK Practice Questions from NJ ASK Workbooks

## Differentiation

- Hands-On Activities
- Diagnostic Assessment (based on content /skill pre-tests)
- Kinesthetic Activities
- Re-teach and Enrichment Activities
- Power Presentations (Activ Boards)
- Cooperative Learning (Flexible Grouping)
- Peer Tutoring
- Tiered Activities

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content Standards

MD 3.5a, b, 3.6, 3.7a, b, c, 3.8

G 3.1, 3.2

MP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

### Approaches to Learning

In this unit, students will acquire the knowledge to:

- Identify geometric shapes and their properties.
- Find perimeter, area, and volume by counting.

### Learning Experiences

- Course of study
- Notes and examples
- Practice by homework
- Cumulative review exercises
- Test prep questions
- Hands-on activities and use of manipulatives
- Problem solving activities

### Teaching Strategies

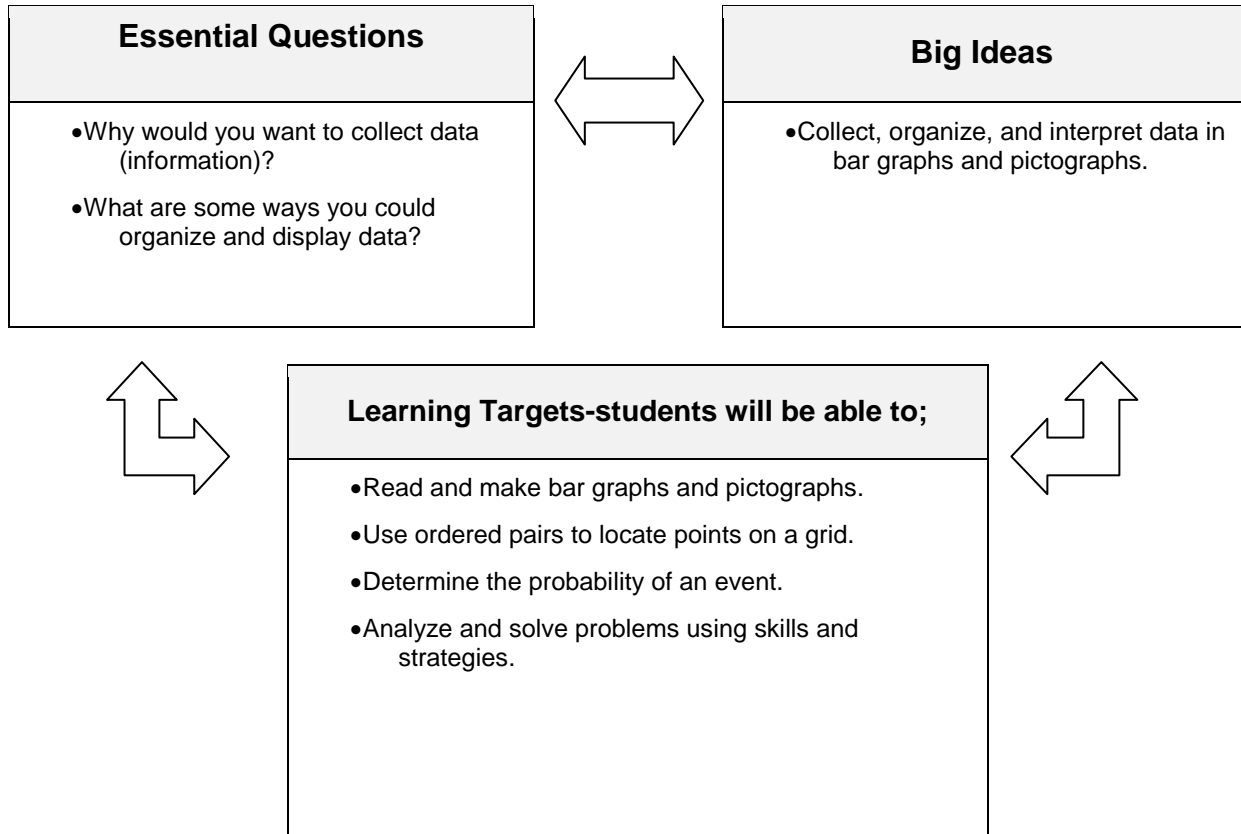
- Direct instruction
- Differentiated instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

## Resources

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<b>Unit Title</b>	<b>Unit 7: Using Data and Probability</b>
Time frame:	3 weeks
21 <sup>st</sup> Century Themes	Critical Thinking and Problem Solving Communication and Collaboration ICT (Information, Communications and Technology) Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability Information Literacy
Interdisciplinary focus and technology integration	Technology: Use the Internet to explore probability concepts, ordered pairs, and interpreting data. Language Arts: Interpret and create pictographs.

**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**



## Assessment

- Formal and Informal Teacher Observations
- Formative checks for understanding and summative assessments
- Tests / Quizzes
- Study Island Assignments
- Supplemental NJ ASK Practice Questions from NJ ASK Workbooks

## Differentiation

- Hands-On Activities
- Diagnostic Assessment (based on content /skill pre-tests)
- Kinesthetic Activities
- Re-teach and Enrichment Activities
- Power Presentations (Activ Boards)
- Cooperative Learning (Flexible Grouping)
- Peer Tutoring
- Tiered Activities

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content Standards

OA 3.8  
MD 3.3  
MP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

### Approaches to Learning

In this unit, students will acquire the knowledge to:

- Collect and organize data in charts, bar graphs, and pictographs.
- Use probability concepts.

### Learning Experiences

- Course of study
- Notes and examples
- Practice by homework
- Cumulative review exercises
- Test prep questions
- Hands-on activities and use of manipulatives
- Problem solving activities

### Teaching Strategies

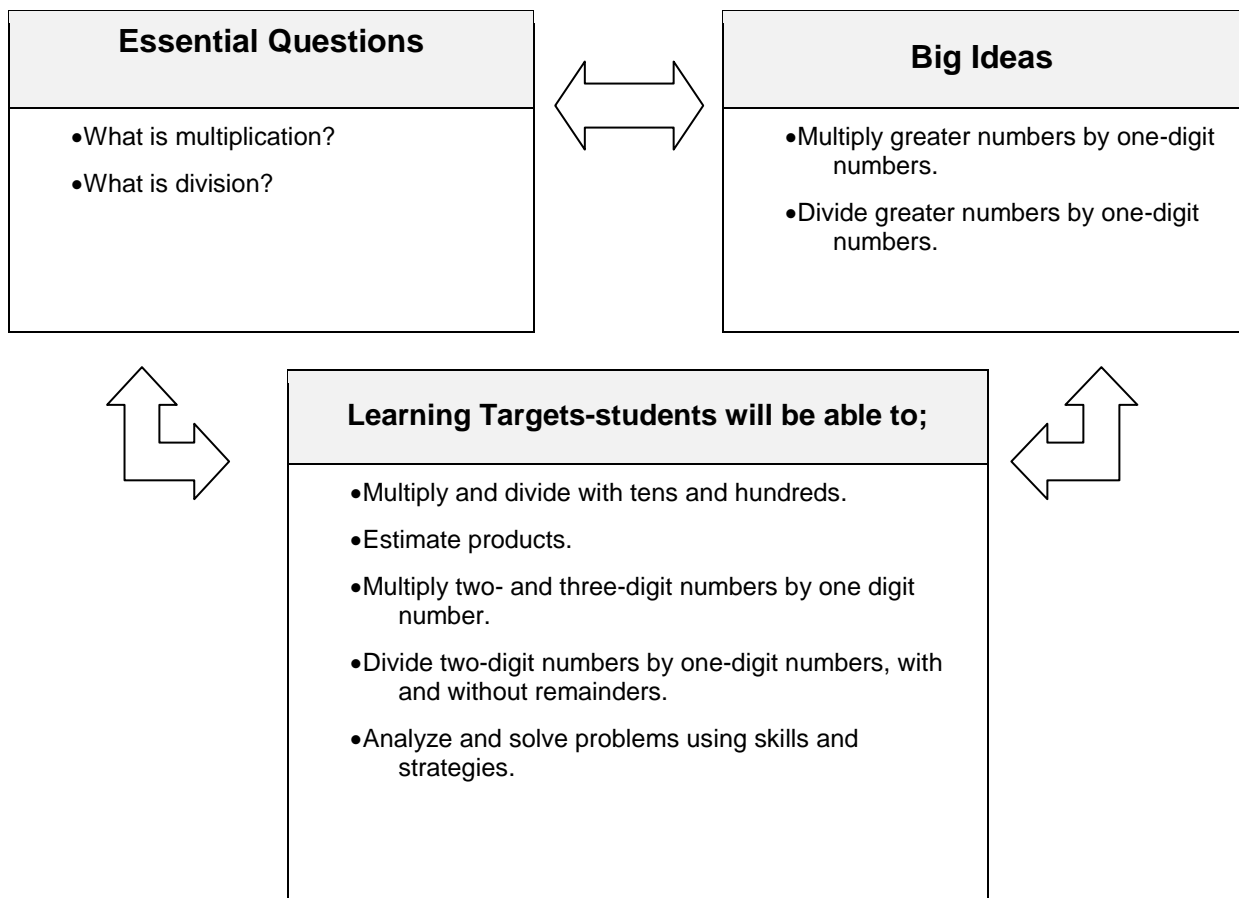
- Direct instruction
- Differentiated instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

## Resources

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<b>Unit Title</b>	<b>Unit 8: Multiplication and Division of Greater Numbers</b>
Time frame	2 weeks
21 <sup>st</sup> Century Themes	Critical Thinking and Problem Solving Communication and Collaboration ICT (Information, Communications and Technology) Literacy Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability
Interdisciplinary focus and technology integration	Technology: Use the Internet to practice multiplication and division of greater numbers.

**Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed**



## Assessment

- Formal and Informal Teacher Observations
- Formative checks for understanding and summative assessments
- Tests / Quizzes
- Study Island Assignments
- Supplemental NJ ASK Practice Questions from NJ ASK Workbooks

## Differentiation

- Hands-On Activities
- Diagnostic Assessment (based on content /skill pre-tests)
- Kinesthetic Activities
- Re-teach and Enrichment Activities
- Power Presentations (Activ Boards)
- Cooperative Learning (Flexible Grouping)
- Peer Tutoring
- Tiered Activities

## Stage 2: Backward planning: from the assessment to the learning activities through inquiry

### Content Standards

OA 3.1, 3.3, 3.7, 3.8

NBT 3.3

MP 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

### Approaches to Learning

In this unit, students will acquire the knowledge to:

- Multiply by one-digit numbers.
- Divide by one-digit numbers with and without remainders.

### Learning Experiences

- Course of study
- Notes and examples
- Practice by homework
- Cumulative review exercises
- Test prep questions
- Hands-on activities and use of manipulatives
- Problem solving activities

### Teaching Strategies

- Direct instruction
- Differentiated instruction
- Interdisciplinary activities
- Cooperative learning activities
- Reinforcement and remediation

## Resources

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