

Burch Charter School of Excellence  
Curriculum Template



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

Mathematics – Grade 3

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

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**MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:**

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21<sup>st</sup> century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

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<b>Grade: Third</b>		<b>Content: Mathematics</b>
<b>Unit: 1</b>		<b>Time Frame: 43-45 days</b>
<b>New Jersey Learning Standards Operations and Algebraic Thinking</b>	<b>Mathematical Practice</b>	<b>Critical Knowledge &amp; Skills</b>
<p>■ 3.OA.A.1. Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. For example, describe <b>and/or represent</b> a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</p> <p>■ <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can I solve multiplication equations by using equal groups?</li> </ul>	<p>MP 2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Multiplication is a means to determine the total number of objects when there are a specific number of groups with the same number of objects in each group.</li> <li>Multiplication gives the same result as repeated addition.</li> <li>Product of two whole numbers is the total number of objects in a number of equal groups.</li> <li>Interpret products of whole numbers as a total number of objects.</li> <li>Use repeated addition to find the total number of objects arranged in an array and in equal groups and compare to the result of multiplication.</li> <li>Describe a context in which a total number of objects is represented by a product.</li> <li>Interpret the product in the context of a real-world problem.</li> </ul>
<p>■ 3.OA.A.2. Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe <b>and/or represent</b> a context in which a number of shares</p>	<p>MP 2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Division is a means to finding equal groups of objects.</li> <li>Division gives the same result as repeated subtraction.</li> <li>Quotient of two whole numbers is the number of objects in each share when objects are grouped equally into shares.</li> <li>Quotient of two whole numbers is the number of shares when objects are grouped into equal shares of objects.</li> </ul>

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<p>or a number of groups can be expressed as <math>56 \div 8</math>.</p> <p><b>Essential Question”</b></p> <ul style="list-style-type: none"> <li>• How can I solve division problems using equal shares?</li> <li>• How can I use multiplication and division to solve real-world problems?</li> </ul>		<ul style="list-style-type: none"> <li>• Interpret division of whole numbers as a number of equal shares or the number of groups when objects are divided equally.</li> <li>• Use repeated subtraction to find the number of shares or the number of groups and compare to the result of division.</li> <li>• Describe a context in which the number of shares or number of groups is represented with division.</li> <li>• Interpret the quotient in the context of a real-world problem.</li> </ul>
<p>■ 3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(benchmarked)</p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• How can I use multiplication and division to solve real-world problems?</li> </ul>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.4 Model with mathematics.</p>	<ul style="list-style-type: none"> <li>• Multiply to solve word problems involving equal groups and arrays.</li> <li>• Divide to solve word problems involving equal groups and arrays.</li> <li>• Represent a word problem with a drawing showing equal groups, arrays, equal shares, and/or total objects.</li> <li>• Represent a word problem with an equation.</li> </ul>
<p>■ 3.OA.A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \div 3</math>, <math>6 \times 6 = ?</math>.</p>	<p>MP 2 Reason abstractly and quantitatively.</p> <p>MP.7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>• Equal sign indicates that the value of the numerical expressions on each side are the same.</li> <li>• Unknown in an equation (<math>4 \times \_ = 20</math> and <math>20 = ? \times 4</math>) represents a number.</li> <li>• Unknown can be in different positions.</li> <li>• Letters can represent numbers in equations.</li> <li>• Determine which operation is needed to find the unknown.</li> <li>• Multiply or divide, within 100, to find the unknown whole number in a multiplication or division equation.</li> </ul>

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<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>How can I solve the unknown number in a multiplication or division by relating the three numbers?</li> </ul>		
<p>■ 3.OA.B.6. Understand division as an unknown-factor problem. For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can I use properties or multiplication to help me solve problems?</li> <li>How can I write and solve and unknown multiplication equation to help solve a division problem?</li> </ul>	<p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>Division can be represented as a multiplication problem having an unknown factor.</li> <li>Relationships between factors, products, quotients, divisors and dividends.</li> <li>Write division number sentences as unknown factor problems.</li> <li>Solve division of whole numbers by finding the unknown factor.</li> </ul>

**I Can Statements:**

- I can understand multiplication by thinking about groups of objects.
- I can understand division by thinking about how one group can be divided into smaller groups.
- I can use what I know about multiplication and division to solve word problems.
- I can find the missing number in a multiplication or division equation
- I can use the commutative property of multiplication. (I know that if  $6 \times 4 = 24$ , then  $4 \times 6 = 24$ ).
- I can use the associative property of multiplication. (To figure out  $3 \times 5 \times 2$ , I can multiply  $3 \times 5 = 15$ , then  $15 \times 2 = 30$  OR multiply  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ .)
- I can find the answer to a division problem by thinking of the missing factor in a multiplication problem
- (I can figure out  $32 \div 8$  because I know that  $8 \times 4 = 32$ .)

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<p>■ 3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>3.MD.C.5a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>3.MD.C.5b. A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I measure to the nearest inch, half inch and quarter inch?</li> <li>• How can I measure to the nearest centimeter?</li> </ul> <p>■ 3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and <b>non-standard</b> units).</p>	<p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>• Area is the amount of space inside the boundary of a (closed) figure.</li> <li>• Square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</li> <li>• Plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units area can be found by covering a figure with unit squares.</li> <li>• Area of a figure can be determined using unit squares of other dimensions.</li> <li>• Count unit squares in order to measure the area of a figure.</li> <li>• Use unit squares of centimeters, meters, inches, feet, and other units to measure area.</li> </ul>
<p>■ 3.MD.C.7. Relate area to the operations of multiplication and addition.</p> <p>3.MD.C.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>	<p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p>	<ul style="list-style-type: none"> <li>• Area of a rectangle is found by multiplying the side lengths.</li> <li>• Area of a rectangle may be found by tiling.</li> <li>• Tile a rectangle with unit squares.</li> <li>• Multiply side lengths of a rectangle to find its area and compare the result to that found by tiling the rectangle with unit squares.</li> <li>• Solve real world and mathematical problems involving measurement.</li> <li>• Represent a rectangular area as the product of whole-numbers.</li> </ul>

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<p>3.MD.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I find the area of a rectilinear figure?</li> <li>• How can I use the concept of perimeter and area to solve real world problems?</li> </ul>		<p>Learning Goal 7: Tile a rectangle to find its area and explain the relationship between tiling and multiplying side lengths to find the area of rectangles; solve real world problems by multiplying side lengths to find areas of rectangles.</p>
<h3 style="margin: 0;">I Can Statements</h3>		
<ul style="list-style-type: none"> <li>• I can measure length to the nearest inch, half inch and quarter inch.</li> <li>• I can measure length to the nearest centimeter.</li> <li>• I can measure areas by counting unit squares.</li> <li>• I can measure area by using what I know about multiplication and addition.</li> </ul>		
<p>3.NBT.A.1. Round whole numbers to the nearest 10 or 100.</p>	<p>MP 2 Reason abstractly and quantitatively.</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>• Rounding leads to an approximation or estimate.</li> <li>• Use number lines and a hundreds chart to explain rounding numbers to the nearest 10 and 100.</li> <li>• Round a whole number to the nearest 10.</li> <li>• Round a whole number to the nearest 100.</li> </ul> <p>Learning Goal 8: Round whole numbers to the nearest 10 or 100.</p>
<p>3.NBT.A.1. Round whole numbers to the nearest 10 or 100.</p>	<p>MP 2 Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>• Rounding leads to an approximation or estimate.</li> <li>• Use number lines and a hundreds chart to explain rounding numbers to the</li> </ul>

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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I round whole numbers to estimate sums and differences?</li> </ul>		<p>nearest 10 and 100.</p> <ul style="list-style-type: none"> <li>• Round a whole number to the nearest 10.</li> <li>• Round a whole number to the nearest 100.</li> </ul>
<p>☉ 3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• How can I order a set of whole numbers?</li> <li>• How can I multiply one-digit whole numbers by two-digit multiples of 10?</li> </ul>	<p>MP 2 Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>• Multiples of 10 can be represented as a specific number of groups of ten.</li> <li>• Multiply to determine the total number of groups of ten.</li> <li>• Multiply one-digit whole numbers by multiples of 10.</li> </ul>



## I Can Statement

- I can round numbers to the nearest ten or 100.
- I can add and subtract numbers within 1000.
- I can quickly and easily multiply any one-digit whole number by 10.
- I can order a set of whole numbers from greatest to least or least to greatest

### Resources

<https://sso.rumba.pk12ls.com/>

EnvisionMath

- Benchmarks Assessments
- Fluency Practice
- Vocabulary Review
- Topic Assessments

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

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

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

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

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

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

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*(content, process, product and learning environment)*

**At Risk Students**

**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Use of lab or experiments to give visual representation of concept
- Ask students to restate information, directions, and assignments.
- Work within group or partners
- Repetition and practice
- Model skills / techniques to be mastered.
- Use metacognitive work
- Extended time to complete class work
- Provide copy of class notes
- Student may request to use a computer to complete assignments.
- Use manipulatives to examine concepts
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time

**English Language Learners**

**Modifications for Classroom**

- Native Language Translation  
(peer, online assistive technology, translation device, bilingual dictionary)
- Preteach vocabulary
- Use graphic organizers or other visual models
- Use of manipulatives to visualize concept
- Highlight key vocabulary-chart or vocabulary bank
- Use of nonverbal responses  
(thumbs up/down)
- Use sentence frames
- Design questions for different proficiency levels
- Utilize partners and partner talk

**Special Education**

**Gifted and Talented**

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<b><u>Modifications for Classroom</u></b>	<b><u>Extension Activities</u></b>
<p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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Third Grade		<b>Content:</b> Mathematics
Unit 2		<b>Time Frame:</b> 43-45 Days
New Jersey Learning Standards	Mathematical Practice	Skills
<p>■ 3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(benchmarked)</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I solve multiplication equations by using equal groups?</li> <li>• How can I solve the unknown number in a multiplication or division by relating the three numbers?</li> </ul>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.4 Model with mathematics.</p>	<ul style="list-style-type: none"> <li>• Multiply to solve word problems involving arrays and measurement quantities (area).</li> <li>• Divide to solve word problems involving arrays and measurement quantities (area). Represent a word problem with a drawing or array.</li> <li>• Represent a word problem with an equation.</li> </ul>
<p>■ 3.OA.B.5. Apply properties of operations as strategies to multiply and divide. <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of</i></p>	<p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.5 Use appropriate tools strategically.</p>	<ul style="list-style-type: none"> <li>• Properties are rules about relationships between numbers.</li> <li>• Changing the order of factors does not change the result of multiplication.</li> <li>• Changing the order of numbers does change the result of division.</li> <li>• Area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times</math></li> </ul>

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<p><i>multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i></p> <p><i>*[Students need not use the formal terms for these properties.]</i></p> <p><i>*[Limit to single digit factors and multipliers. <math>7 \times 4 \times 5</math> would exceed grade 3 expectations because it would result in a two-digit multiplier (<math>28 \times 5</math>)]</i></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I use properties of multiplication to help me solve problems?</li> <li>• How can I write and solve an unknown multiplication equation to help solve a division problem?</li> </ul>	<p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p>	<p><i>b</i> and <i>a</i> <math>\times</math> <i>c</i>.</p> <ul style="list-style-type: none"> <li>• Area models can be used to represent the distributive property.</li> <li>• Multiply whole numbers using the commutative property as a strategy.</li> <li>• Multiply whole numbers using the associative property as a strategy.</li> <li>• Use tiling to show that the area of a rectangle with whole-number side lengths <i>a</i> and <i>b</i> + <i>c</i> is the sum of <i>a</i> <math>\times</math> <i>b</i> and <i>a</i> <math>\times</math> <i>c</i>.</li> <li>• Multiply whole numbers using the distributive property as a strategy.</li> </ul>
I Can Statement		
<ul style="list-style-type: none"> <li>• I can use the commutative property of multiplication. (I know that if <math>6 \times 4 = 24</math>, then <math>4 \times 6 = 24</math>.)</li> </ul>		

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<b>New Jersey Learning Standards</b>	<b>Mathematical Practice</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>• I can use the associative property of multiplication. (To figure out <math>3 \times 5 \times 2</math>, I can multiply <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math> OR multiply <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>.) –</li><li>• I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out <math>32 \div 8</math> because I know that <math>8 \times 4 = 32</math>.)</li><li>• I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.</li></ul>		

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New Jersey Learning Standards	Mathematical Practice	Skills
<p>■ 3.MD.C.7. Relate area to the operations of multiplication and addition. 3.MD.C.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I find the area of rectilinear figure?</li> <li>• How can I use the concept of perimeter and area to solve real world problems?</li> </ul>	<p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>• Areas of rectilinear figures can be determined by decomposing them into non-overlapping rectangles and adding the areas of the parts.</li> <li>• Decompose rectilinear figures into non-overlapping rectangles.</li> <li>• Find areas of non-overlapping rectangles and add to find the area of the rectilinear figure.</li> <li>• Solve real world problems involving area of rectilinear figures.</li> </ul>



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<b>I Can Statements</b>		
<ul style="list-style-type: none"> <li>• I can measure areas by counting unit squares.</li> <li>• I can measure area by using what I know about multiplication and addition.</li> </ul>		
<p>■ 3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. *(benchmarked)</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I fluently multiply and divide within 100?</li> </ul>	<p>MP 2 Reason abstractly and quantitatively.</p> <p>MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p>	<ul style="list-style-type: none"> <li>• Multiply and divide <u>within 40</u> with accuracy and efficiency.</li> </ul>

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New Jersey Learning Standards	Mathematical Practice	Skills
<p>■ 3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *(benchmarked)</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I solve two-step problems using multiplication, division, addition, and subtraction?</li> <li>• How can I show and solve equations with a symbol for the unknown number?</li> </ul>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4. Model with mathematics</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Letters or symbols in an equation represent an unknown quantity.</li> <li>• Represent the solution to two-step word problems with equations.</li> <li>• Use a symbol to represent an unknown in an equation.</li> <li>• Use rounding as an estimation strategy.</li> <li>• Explain, using an estimation strategy, whether an answer is reasonable.</li> </ul>

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Unit 2		<b>Time Frame:</b> 43-45 Days
New Jersey Learning Standards	Mathematical Practice	Skills
<p>■ 3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can I use properties of operations to explain math patterns?</li> </ul>	<p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<ul style="list-style-type: none"> <li>Addition and multiplication tables reveal arithmetic patterns.</li> <li>Patterns may be related to whether a number is even or odd.</li> <li>Patterns exist in rows, columns and diagonals of addition tables and multiplication tables.</li> <li>Decomposing numbers into equal addends may reveal patterns.</li> <li>Explain arithmetic patterns using properties of operations.</li> </ul>
<p><b>I Can Statement</b></p> <p>I can use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if my answers are reasonable.</p> <p>I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.</p> <p>I can create or match a story problem to the correct symbol (+, −, ×, ÷, &lt;, &gt;, and =) and numbers.</p> <p>I can identify the missing symbol (+, −, ×, ÷, &lt;, &gt;, and =) that makes a number sentence true.</p>		

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Curriculum Template

Third Grade		<b>Content:</b> Mathematics
Unit 2		<b>Time Frame:</b> 43-45 Days
New Jersey Learning Standards	Mathematical Practice	Skills
<p>● 3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. *(benchmarked)</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can I multiply one-digit whole numbers by two digit multiples of 10?</li> </ul>	<p>MP 2 Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>Add and subtract two 2-digit whole numbers <u>within 100</u> with accuracy and efficiency.</li> </ul>
<p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li><b>I can add and subtract numbers within 1000.</b></li> </ul>		

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Curriculum Template

Third Grade		<b>Content:</b> Mathematics
Unit 2		<b>Time Frame:</b> 43-45 Days
New Jersey Learning Standards	Mathematical Practice	Skills
<p>3.G.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts having equal area and describe the area of each part as 1/4 of the area of the shape.</i></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can I understand unit fractions by dividing shapes into parts with equal area?</li> </ul>	<p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>Wholes, when partitioned into equal parts, contain parts representing a unit fraction and each part is the same size.</li> <li>Each part has the same name and represents a unit fraction (one-half, one-third, one-fourth, one-sixth, one-eighth).</li> <li>The denominator is the total number of parts in the whole.</li> <li>The numerator is the number of parts in a given fraction.</li> <li>Fraction <math>1/b</math> is the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts.</li> <li>Fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math> (e.g. <math>10/2</math> is 10 parts and each part is of size <math>1/2</math>).</li> <li>Partition rectangles, and other shapes, into halves, thirds, fourths, sixths and eighths.</li> <li>Identify the fractional name of each part.</li> <li>Model and explain that a fraction <math>a/b</math> is the quantity formed by <math>a</math> parts of size <math>1/b</math> (For example, <math>10/2</math> is 10 parts and each part is of size <math>1/2</math>).</li> </ul>

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Curriculum Template

Third Grade		<b>Content:</b> Mathematics
Unit 2		<b>Time Frame:</b> 43-45 Days
New Jersey Learning Standards	Mathematical Practice	Skills
<b>I Can Statement</b>		

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Curriculum Template

Third Grade		<b>Content:</b> Mathematics				
Unit 2		<b>Time Frame:</b> 43-45 Days				
<b>New Jersey Learning Standards</b>	<b>Mathematical Practice</b>	<b>Skills</b>				
<ul style="list-style-type: none"> <li>I can divide shapes into parts with equal areas and show those areas as fractions.</li> </ul>						
<b>Resources</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; background-color: #4F81BD; color: white; text-align: center;"><b>Resources</b></td> <td style="width: 50%;"></td> </tr> <tr> <td style="background-color: #e0e0e0;"> <a href="https://sso.rumba.pk12ls.com/">https://sso.rumba.pk12ls.com/</a>            EnvisionMath           <ul style="list-style-type: none"> <li>· Benchmarks Assessments</li> <li>· Fluency Practice</li> <li>· Vocabulary Review</li> <li>· Topic Assessments</li> </ul> </td> <td style="background-color: #e0e0e0;"> <a href="http://www.mobymax.com">www.mobymax.com</a>  <a href="http://www.iready.com">www.iready.com</a>  <a href="http://www.abcya.com">www.abcya.com</a>  <a href="http://www.khanacademy.com">www.khanacademy.com</a>  <a href="http://www.funbrain.com">www.funbrain.com</a>  <a href="http://www.splashlearn.com">www.splashlearn.com</a> </td> </tr> </table>			<b>Resources</b>		<a href="https://sso.rumba.pk12ls.com/">https://sso.rumba.pk12ls.com/</a> EnvisionMath <ul style="list-style-type: none"> <li>· Benchmarks Assessments</li> <li>· Fluency Practice</li> <li>· Vocabulary Review</li> <li>· Topic Assessments</li> </ul>	<a href="http://www.mobymax.com">www.mobymax.com</a> <a href="http://www.iready.com">www.iready.com</a> <a href="http://www.abcya.com">www.abcya.com</a> <a href="http://www.khanacademy.com">www.khanacademy.com</a> <a href="http://www.funbrain.com">www.funbrain.com</a> <a href="http://www.splashlearn.com">www.splashlearn.com</a>
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Curriculum Template

Third Grade		<b>Content:</b> Mathematics
Unit 2		<b>Time Frame:</b> 43-45 Days
<b>New Jersey Learning Standards</b>	<b>Mathematical Practice</b>	<b>Skills</b>



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<b>Differentiated Instruction</b> <i>(content, process, product and learning environment)</i>	
<b>At Risk Students</b>	<b>English Language Learners</b>
<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p><b><u>Modifications for Classroom</u></b></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<b>Special Education</b>	<b>Gifted and Talented</b>

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<b><u>Modifications for Classroom</u></b>	<b>Extension Activities</b>
<p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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Curriculum Template

Third Grade		Content: Mathematics
Unit 3		Time Frame: 43-45
New Jersey Learning Standards	Mathematical Practice	Skills
<p>■ 3.NF.A.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p style="padding-left: 20px;">3.NF.A.2a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p style="padding-left: 20px;">3.NF.A.2b. Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p><a href="#">*[Grade 3 expectations in this domain are limited to fractions</a></p>	<p>MP.5 Use appropriate tools strategically.</p>	<ul style="list-style-type: none"> <li>• Fraction is a number and has its place on the number line.</li> <li>• When placing unit fractions on a number line, the space between 0 and 1 is the whole and must be partitioned into equal parts.</li> <li>• Each part of a whole has the same size (one-half, one-third, one-fourth, one-sixth or one-eighth).</li> <li>• Parts of the whole that begin at 0 and ends at <math>1/b</math> on the number line is the location of fraction <math>1/b</math> (one-half, one-third, one-fourth, one-sixth, or one-eighth).</li> <li>• Partition a number line into parts of equal sizes between 0 and 1 (halves, thirds, fourths sixths and eighths).</li> <li>• Plot unit fractions on the number line.</li> <li>• Identify multiple parts (of length <math>1/b</math>) on the number line.</li> <li>• Plot a fraction on the number line by marking off multiple parts of size <math>1/b</math>.</li> <li>• Plot fractions equivalent to whole numbers including 0 and up to 5.</li> </ul>

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<p>with denominators 2, 3, 4, 6, and 8.]</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I write a fraction and unit fraction for a part of a whole and for a number on a number line?</li> </ul>		
<p>■ 3.NF.A.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size</p> <p>3.NF.A.3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>3.NF.A.3b. Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>3.NF.A.3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples:</i></p>	<p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>• Comparing fractions, each referencing the same <i>whole</i>.</li> <li>• Fractions are equivalent if they are the same size.</li> <li>• Fractions are equivalent if they are at the same point on a number line.</li> <li>• find equivalent fractions (limited to fractions with denominators 2, 3, 4, 6, and 8).</li> <li>• Explain why two fractions are equivalent; use a visual fraction model to support explanation.</li> <li>• Write whole numbers as fractions.</li> <li>• Identify fractions that are equivalent to whole numbers.</li> <li>• Compare two fractions having the same numerator by reasoning about their size.</li> <li>• Compare two fractions having the same denominator by reasoning about their size.</li> <li>• Explain why comparing fractions that do not have the same whole is not valid (reason about their size and support reasoning with a model).</li> <li>• Use <math>&lt;</math>, <math>=</math>, and <math>&gt;</math> symbols to write comparisons of fractions and justify conclusions with a visual fraction model.</li> </ul>

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*Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.*

3.NF.A.3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

\*[Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.]

**Essential Questions:**

- How can I write equivalent fractions including fractions that are equivalent to whole numbers?
- How can I compare two fractions with the same denominator?

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### I Can Statements

I can compare fractions by reasoning about their size.

I can show and understand that fractions are equal parts of a whole.

I can show whole numbers as fractions.

I can recognize fractions that are equal to one whole.

I can label fractions on a number line because I know the space between any two numbers can be thought of as a whole.

<p>■ 3.MD.A.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. (e.g., by representing the problem on a number line diagram)</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I tell and write time to the nearest minute?</li> <li>• How can I solve word problem involving time intervals?</li> </ul>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p>	<ul style="list-style-type: none"> <li>• Analog clocks represent hours as numbers and minutes are represented as tick marks.</li> <li>• Tell time to the nearest minute using digital and analog clocks.</li> <li>• Write time to the nearest minute using analog clocks.</li> <li>• Choose appropriate strategies to solve real world problems involving time.</li> <li>• Use the number line as a visual model to determine intervals of time as <i>jumps</i> on a number line.</li> <li>• Measure time intervals.</li> </ul>
<p>■ 3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p>	<ul style="list-style-type: none"> <li>• Mass may be measured in grams and kilograms.</li> <li>• Mass is measured by weighing.</li> <li>• Volume may be measured in liters.</li> <li>• Volume may be measured with instruments such as beakers.</li> <li>• Measure and read a scale to estimate volume.</li> <li>• Measure and read a scale to estimate mass.</li> <li>• Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes.</li> </ul>

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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can I measure and estimate liquid volumes and masses of objects?</li> </ul>	<p>MP.6 Attend to precision.</p>	
<p>3.MD.D.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can I solve word problems involving liquid volumes and masses?</li> </ul>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p>	<ul style="list-style-type: none"> <li>Perimeter of a figure is equivalent to the sum of the length of all of the sides.</li> <li>Rectangles that have same perimeter can have different areas.</li> <li>Rectangles that have same area can have different perimeters.</li> <li>Determine the perimeter of various plane shapes and irregular shapes given the side lengths.</li> <li>Determine the unknown side length give the perimeter and other sides.</li> <li>Show rectangles having the same perimeter and different areas.</li> <li>Show rectangles having different perimeters and the same area.</li> </ul>
<p><b>I Can Statement</b></p> <ul style="list-style-type: none"> <li>I can tell and write time to the nearest minute.</li> <li>I can measure time in minutes.</li> <li>I can solve telling time word problems by adding and subtracting minutes</li> <li>I can measure length to the nearest inch, half inch and quarter inch. an measure length to the nearest centimeter.</li> <li>I can measure liquids and solids with liters, grams and kilograms.</li> <li>I can measure liquids and solids with cups, pints, quarts, gallons, ounces, and pounds. in use addition, subtraction, multiplication and division to solve word problems involving mass and volume.</li> <li>I can solve real world math problems using what I know about the perimeter of shapes.</li> </ul>		
<p>3.G.A.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may</p>	<p>MP.5 Use appropriate tools strategically.</p>	<ul style="list-style-type: none"> <li>Shapes in different categories share attributes.</li> <li>Quadrilaterals are closed figures with four sides.</li> <li>Rhombuses, rectangles, etc, and other quadrilaterals share attributes.</li> <li>classify and sort shapes by attributes.</li> </ul>

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<p>share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I explore the relationships among quadrilaterals, trapezoids, parrallelograms, rhombuses, rectangles, and squares?</li> <li>• How can I draw quadrilaterals that match a description?</li> </ul>	<p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>• explain why rhombuses, rectangles, and squares are examples of quadrilaterals.</li> <li>• draw examples of quadrilaterals.</li> </ul>
<p><b>I Can Statement</b></p> <ul style="list-style-type: none"> <li>• I can place shapes into categories depending upon their attributes.</li> <li>• - I can recognize and draw quadrilaterals such as rhombuses, rectangles and squares, as well as other examples of quadrilaterals</li> </ul>		
<p>3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. *(benchmarked)</p>	<p>MP 2 Reason abstractly and quantitatively.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<ul style="list-style-type: none"> <li>• multiply and divide <u>within 100</u> with accuracy and efficiency.</li> </ul>



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**Essential Questions:**

- How can I fluently multiply and divide within 100?

**I Can Statement**

- I can multiply within 100 easily and quickly because I know how multiplication and division are related.

**Resources**

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**Resources**

<https://sso.rumba.pk12ls.com/>

EnvisionMath

- Benchmarks Assessments
- Fluency Practice
- Vocabulary Review
- Topic Assessments

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

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

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

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

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

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

**Differentiated Instruction**

*(content, process, product and learning environment)*

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At Risk Students	English Language Learners
<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p><b><u>Modifications for Classroom</u></b></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
Special Education	Gifted and Talented

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<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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<b>Third Grade</b>		<b>Content: Mathematics</b>
<b>Unit 4</b>		<b>Time Frame: 43-45 Days</b>
<b>New Jersey Learning Standards</b>	<b>Mathematical Practice</b>	<b>Skills</b>
<p>□ 3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p>	<ul style="list-style-type: none"> <li>• Graphs organize information and contain labels.</li> <li>• Pictures and bars can represent numbers in graphs.</li> <li>• Different graphs may display different scales.</li> <li>• Draw scaled picture graphs.</li> <li>• Draw scaled bar graphs.</li> <li>• Analyze, interpret and create bar graphs and pictographs in real world situations.</li> <li>• Solve “how many more” and “how many less” problems using scaled bar graphs.</li> </ul>
<p>□ 3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.5 Use appropriate tools strategically.</p>	<ul style="list-style-type: none"> <li>• Show measurements on a line plot displays the information in an organized way</li> <li>• Measure length using rulers marked with inch, quarter inch and half inch</li> <li>• Generate measurement data by measuring length and create a line plot of the data</li> <li>• Accurately measure several small objects using a standard ruler and display findings on a line plot</li> <li>• Display data on line plots with horizontal scales in whole numbers, halves, and quarters</li> </ul>
<p>■ 3.MD.C.7. Relate area to the operations of multiplication and addition.</p> <p>□ 3.MD.C.7d. Recognize area</p>	<p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.5 Use appropriate tools</p>	<ul style="list-style-type: none"> <li>• Areas of rectilinear figures can be determined decomposing the them into non-overlapping rectangles and adding the areas of the parts.</li> </ul>

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<b>Third Grade</b>		<b>Content: Mathematics</b>
<b>Unit 4</b>		<b>Time Frame: 43-45 Days</b>
<b>New Jersey Learning Standards</b>	<b>Mathematical Practice</b>	<b>Skills</b>
<p>as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. *(benchmarked)</p>	<p>strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>Decompose rectilinear figures into non-overlapping rectangles.</li> <li>Find areas of non-overlapping rectangles and add to find the area of the rectilinear figure.</li> <li>Solve real world problems involving area of rectilinear figures.</li> </ul>
<p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>I can measure length to the nearest inch, half inch and quarter inch.</li> <li>I can measure area by counting squares.</li> <li>I can measure area by using what I know about multiplication and addition.</li> </ul>		
<p><span style="color: green;">■</span> 3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. *(benchmarked)</p>	<p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<ul style="list-style-type: none"> <li>Multiply and divide <u>within 100</u> with accuracy and efficiency.</li> </ul>

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<p>■ 3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *(benchmarked)</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP 2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP 4. Model with mathematics</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p>	<ul style="list-style-type: none"> <li>• A letter or variable in an equation represents an unknown quantity.</li> <li>• Represent two-step word problems with equation(s) containing unknowns.</li> <li>• Perform operations in the conventional order (no parentheses).</li> <li>• Use rounding as an estimation strategy.</li> <li>• Explain, using an estimation strategy, whether an answer is reasonable.</li> </ul>
<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can multiply within 100 easily and quickly because I know how multiplication and division are related.</li> <li>• I can use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if my answers are reasonable.</li> </ul>		
<p>○ 3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and</p>	<p>MP 2 Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>• Add and subtract <u>within 1000</u> with accuracy and efficiency.</li> </ul>



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subtraction. *(benchmarked)		
<b>I Can Statements</b>		
<ul style="list-style-type: none"><li>• <b>I can add and subtract numbers within 1000.</b></li></ul>		
<b>Resources</b>		

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<p><b>Resources</b></p> <p><a href="https://sso.rumba.pk12ls.com/">https://sso.rumba.pk12ls.com/</a></p> <p>EnvisionMath</p> <ul style="list-style-type: none"> <li>· Benchmarks Assessments</li> <li>· Fluency Practice</li> <li>· Vocabulary Review</li> <li>· Topic Assessments</li> </ul>		<p><a href="http://www.mobymax.com">www.mobymax.com</a></p> <p><a href="http://www.iready.com">www.iready.com</a></p> <p><a href="http://www.abcya.com">www.abcya.com</a></p> <p><a href="http://www.khanacademy.com">www.khanacademy.com</a></p> <p><a href="http://www.funbrain.com">www.funbrain.com</a></p> <p><a href="http://www.splashlearn.com">www.splashlearn.com</a></p>	

<b>Differentiated Instruction</b> <i>(content, process, product and learning environment)</i>	
<b>At Risk Students</b>	<b>English Language Learners</b>
<u><b>Modifications for Classroom</b></u> Pair visual prompts with verbal presentations Use of lab or experiments to give visual representation of concept	<u><b>Modifications for Classroom</b></u> Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

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<p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
<p align="center"><b>Special Education</b></p>	<p align="center"><b>Gifted and Talented</b></p>
<p><b><u>Modifications for Classroom</u></b></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p>	<p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing,</p>

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<p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>research and presentation</p>
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