

Wilson Area School District Planned Course Guide

Title of planned course: Mathematics Grade 3

Subject Area: Math

Grade Level: 3rd

Course Description: The grade 3 mathematics course focused on four critical areas:

1. Developing an understanding of multiplication and division and strategies for multiplication and division within 100
2. Developing an understanding of fractions, especially unit fractions
3. Developing an understanding of the structure of rectangular arrays and of area
4. Describing and analyzing two-dimensional shapes

Time/Credit for this course: One Full Academic Year

Curriculum Writing Committee: Katie Gould and Amanda Powell

Curriculum Map

<u>August/September:</u>	Numeration Number Sense: Addition and Subtraction
<u>October:</u>	Money Using Place Value to add and subtract
<u>November:</u>	Meanings of Multiplication Time Understanding Fractions
<u>December:</u>	Understanding Fractions Measurement to the nearest inch/half inch Two dimensional shapes and their attributes
<u>January:</u>	Two dimensional shapes and their attributes Perimeter Area
<u>February:</u>	Measurement: Liquid Volume and Mass
<u>March:</u>	PSSA review Multiplication Facts: Using patterns
<u>April:</u>	Multiplication Facts: Use Known Facts Meaning of Division
<u>May:</u>	Division Facts Fraction comparison and equivalence

Wilson Area School District Planned Course Materials

Course Title: Mathematics Grade 3

Textbook: enVision Math Common Core

Supplemental Books:

- PSSA Mathematics Test Prep Pennsylvania
- Guided Problem Solving for the Math Library

Teacher Resources:

- Manipulative Kit
- Comprehensive Digital Resources Online and on CD-ROM

Topics	Time Frame
Topic 1 - Numeration	8-10 days
Topic 2 – Number Sense: Addition and Subtraction	9-11 days
Topic 3 – Using Place Value to Add and Subtract	10-12 days
Topic 4 – Meanings of Multiplication	5-7 days
Topic 5 – Multiplication Facts: Use Patterns	7-9 days
Topic 6 – Multiplication Facts: Use Known Facts	9-11 days
Topic 7 – Meanings of Division	6-8 days
Topic 8 – Division Facts	9-11 days
Topic 9 – Understanding Fractions	8-10 days
Topic 10- Fraction Comparison and Equivalence	9-11 days
Topic 11 – Two-Dimensional Shapes and their Attributes	9-11 days
Topic 12 – Time	5-7 days
Topic 13 – Perimeter	5-7 days
Topic 14 – Area	10-12 days
Topic 15 – Liquid Volume and Mass	5-7 days
Topic 16 - Data	6-8 days

Suggested Scope and Sequence Before PSSA Testing:

Topic 1, Topic 2, *Money, Topic 3, Topic 4, Topic 12, Topic 9, *Measure to the nearest inch/half-inch, Topic 11, Topic 13, Topic 14, Topic 15, Topic 16

Suggested Scope and Sequence After PSSA Testing:

Topic 5, Topic 6, Topic 7, Topic 8, Topic 10

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 1 - Numeration

Time Frame: 8-10 days

Core Standards: CC.2.1.3.B.1

Anchor (s) or adopted anchor: M.03.A-T.1.1.2, M.03.A-T.1.1.4

Essential content/objectives: At the end of the chapter, students will be able to:

- Read, write, and name numbers up to six digits in different ways.
- Find and write numbers on a number line.
- Complete whole number patterns on a number line.
- Complete numbers using place-value blocks and place-value charts.
- Order numbers using place value.
- Solve a problem by making an organized list.

Core Activities: Students will complete/participate in the following:

- **Lesson 1-1 through Lesson 1-8**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Figi Facts and Figures
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection
- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments

- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 2 – Number Sense: Addition and Subtraction

Time Frame: 9-11 days

Core Standards: CC.2.1.3.B1, CC.2.2.2.A.1, CC.2.2.3.A.4

Anchor (s) or adopted anchor: M.03.A-T.1.1.1, M.03.A-T.1.1.2, M.03.B-O.3.1.1, M.03.B-O.3.1.2, M.03.B-O.3.1.3, M.03.B-O.3.1.7

Essential content/objectives: At the end of the topic students will be able to:

- Demonstrate different ways to think about addition and certain addition relationships that are always true
- Recognize situations when subtraction is used to solve a problem, and write subtraction number sentences
- Break apart numbers and make tens to solve addition problems using mental math
- Solve problems by subtracting with mental math
- Round numbers to the nearest ten or hundred
- Estimate sums in different ways
- Solve problems by estimating differences
- Decide if both sides of an equation are equal and find the value of an unknown in an equation
- Check solutions to a problem using reasonableness

Core Activities: Students will complete/participate in the following:

- **Lesson 2-1 through Lesson 2-9**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Magic Squares and More
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection

- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Unit: Money – PSSA content

Time Frame: 10 - 12 days

Core Standards: CC.2.3.3.A.3

Anchor (s) or adopted anchor: M3.A.1.3.1, M3.A.1.3.2, M3.A.1.3.3

Essential content/objectives: At the end of the chapter, students will be able to:

- Identify the value of dollars, dimes, and pennies
- Name coins and bills
- Show equivalent amounts of money in different ways
- Make change
- Use addition or subtraction to solve a problem that involves money
- Count up or down with money starting at values other than zero

Core Activities: Students will complete/participate in the following:

- Solving money problems in Common Core test preparation practice book
- Lesson 2-1 through Lesson 2-5 (Houghton Mifflin Mathematics)
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Create word problems involving amounts of money
 - Write persuasive paragraph on why people should save money
- Social Studies Extension
 - *Connect to basic economics lesson*
- Math Extensions
 - Create mock store to practice counting money and making change
 - Differentiated Centers
- Technology Extension
 - Internet4Classroom Website

Remediation:

- Re-teaching Intervention Pages (Student Edition – Old Series)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- Houghton Mifflin Mathematics (Old Series)
- Manipulatives
- Supplemental practice material
- Differentiated Center/Practice Activities
- Internet – Internet4Classroom Website

Assessments

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 3 – Using Place Value to Add and Subtract

Time Frame: 10-12 days

Core Standards: CC.2.1.3.B.1, CC.2.2.3.A.4

Anchor (s) or adopted anchor: M.03.A-T.1.1.2, M.03.B-O.3.1.6

Essential content/objectives: At the end of the topic students will be able to:

- Use prior knowledge of place value to break large addition problems into smaller ones that are easier to add
- Use place value blocks (or pictures) to add two 3-digit numbers, and then record the result using paper and pencil
- Use the standard algorithm for adding 3-digit numbers
- Add three or more numbers using paper and pencil and use addition to solve problems
- Solve a problem by drawing a picture
- Break larger subtraction problems into smaller ones that are easier to subtract
- Use place-value blocks to model 3-digit subtraction problems
- Subtract 3-digit numbers using paper and pencil
- Subtract from a number with one or more zeros
- Solve different types of problems by drawing a picture

Core Activities: Students will complete/participate in the following:

- **Lesson 3-1 through Lesson 3-10**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Figi Facts and Figures
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection

- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 4 – Meanings of Multiplication

Time Frame: 5-7 days

Core Standards: CC.2.2.3.A.1, CC.2.2.3.A.2, CC.2.2.3.A.4

Anchor (s) or adopted anchor: M.03.B-O.1.1.1, M.03.B-O.1.2.1, M.03.B-O.2.1.1

Essential content/objectives: At the end of the topic students will be able to:

- Use repeated addition of equal groups to multiply
- Use the Commutative Property of Multiplication and make and use arrays to multiply
- Use arrays to model the Commutative Property of Multiplication
- Write multiplication stories and draw a picture to solve
- Write an explanation of their solution to a problem

Core Activities: Students will complete/participate in the following:

- **Lesson 4-1 through Lesson 4-5**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Below Zero
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection
- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 5 – Multiplication Facts: Use Patterns

Time Frame: 7-9 days

Core Standards: CC.2.1.3.B.1, CC.2.2.3.A.1, CC.2.2.3.A.2, CC.2.2.3.A.3, CC.2.2.3.A.4

Anchor (s) or adopted anchor: M.03.B-O.1.1.1, M.03.B-O.1.2.1, M03.A-T.1.1.3, M.03.A-T.1.1.4

Essential content/objectives: At the end of the topic students will be able to:

- Use patterns to multiply with 2 and 5 as factors
- Use patterns to multiply with 9 as a factor
- Use patterns to multiply with 0 and 1 as factors
- Identify patterns in multiplying by 2, 5, and 9 using skip counting
- Use patterns to find products for multiplication facts with 10 as a factor
- Use basic multiplication facts and number patterns to multiply by multiples of 10
- Solve two-question problems by finding the solution to a problem and using the solution to solve another problem

Core Activities: Students will complete/participate in the following:

- **Lesson 5-1 through Lesson 5-7**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Keeping Count
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection
- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 6 – Multiplication Facts: Use Known Facts

Time Frame: 9-11 days

Core Standards: CC.2.2.3.A.1, CC.2.2.3.A.2, CC.2.2.3.A.3, CC.2.2.3.A.4, CC.2.4.3.A.6

Anchor (s) or adopted anchor: M03.B-O.1.1.1, M03.A-T.1.1.3, M03.B-O.1.2.1, M03.B-O.1.2.2

Essential content/objectives: At the end of the topic students will be able to:

- Use the Distributive Property to break apart an array that models one multiplication fact into two smaller arrays that model two other multiplication facts
- Use previously learned multiplication facts to multiply with 3 as a factor
- Use previously learned multiplication facts and doubles to multiply with 4 as a factor
- Use previously learned multiplication facts to multiply with 6 and 7 as factors
- Use previously learned multiplication facts to multiply with 8 as a factor
- Use the Associative Property of Multiplication to multiply three numbers
- Use strategies to multiply
- Use objects, pictures, or multiplication to find the number of possible combinations of data or objects in a problem
- Solve multiple-step problems by finding and solving the hidden question and then using that answer to solve the problem

Core Activities: Students will complete/participate in the following:

- **Lesson 6-1 through Lesson 6-9**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Below Zero
 - Math Project – Topic Opener

- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection

- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments

- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 7 – Meanings of Division

Time Frame: 6-8 days

Core Standards: CC.2.2.3.A.1, CC.2.2.3.A.2, CC.2.2.3.A.4

Anchor (s) or adopted anchor: M03.B-O.1.1.1, M03.B-O.1.1.2, M03.B-O.1.2.1, M03.B-O.1.2.2, M03.B-O.3.1.6

Essential content/objectives: At the end of the topic students will be able to:

- Divide counters or pictures into equal groups in sharing situations
- Use repeated subtraction and division to find the number of equal groups
- Use a multiplication table to find the answers to division problems
- Write equations to represent the situations in word problems, and use the equations to solve the problems
- Write and solve number stories involving division
- Use objects to act out situations and to draw pictures to solve problems

Core Activities: Students will complete/participate in the following:

- **Lesson 7-1 through Lesson 7-6**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Surviving the Odds
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection
- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 8 – Division Facts

Time Frame: 9-11 days

Core Standards: CC.2.2.3.A.1, CC.2.2.3.A.2, CC.2.2.3.A.3, CC.2.2.3.A.4

Anchor (s) or adopted anchor: M03.B-O.1.1.1, M03.B-O.1.1.2, M03.B-O.1.2.1, M03.B-O.1.2.2, M03.B-O.3.1.1

Essential content/objectives: At the end of the topic students will be able to:

- Use arrays and fact families to learn how multiplication and division are related
- Use related multiplication facts in fact families to divide with 2, 3, 4, and 5
- Use related multiplication facts in fact families to divide with 6 and 7
- Use related multiplication facts in fact families to divide with 8 and 9
- Solve multiple-step problems by answering hidden questions and using the answers to solve the problems
- Use multiplication and division facts to decide if both sides of an equation are equal. Also, find the value of an unknown in an equation
- Use patterns and related multiplication and division facts to solve division facts with 0 and 1
- Use multiplication and division facts to solve problems
- Draw a picture and write a number sentence to solve problems

Core Activities: Students will complete/participate in the following:

- **Lesson 8-1 through Lesson 8-9**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Rainforest Math
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection

- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 9 – Understanding Fractions

Time Frame: 8-10 days

Core Standards: CC.2.2.3.A.4, CC.2.1.3.C.1

Anchor (s) or adopted anchor: M03.A-F.1.1.1, M03.A-F.1.1.2

Essential content/objectives: At the end of the topic students will be able to:

- Recognize regions that have been divided into equal-sized parts, and draw pictures to show region divided into equal-sized parts
- Use a fraction to describe a part of a region, and draw a picture of a region in order to show a fraction
- Use a fraction to describe a part of a set of objects, and draw a picture of a set of objects to show a fraction
- Find how many items there are in a fractional part of a set
- Find and write fractions on a number line
- Use benchmark fractions to estimate
- Use a fraction to describe a part of the length of an object
- Make a table and look for a pattern to solve a problem

Core Activities: Students will complete/participate in the following:

- **Lesson 9-1 through Lesson 9-8**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Keeping Count
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection

- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Unit: Measuring Length – PSSA content

Time Frame: 5 - 7 days

Core Standards: CC2.4.3.A.1

Anchor (s) or adopted anchor: M3.B.1.2.1, M3.B.1.2.2

Essential content/objectives: At the end of the chapter, students will be able to:

- Tell the length of an object
- Measure objects to the nearest half-inch
- Use customary units to measure longer lengths

Core Activities: Students will complete/participate in the following:

- Lesson 4-1 through Lesson 4-3 (Houghton Mifflin Mathematics)
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Write a paragraph explaining how to use different measurement tools
- Math Extensions
 - Measure objects around the classroom
 - Differentiated Centers
- Technology Extension
 - Internet4Classroom Website

Remediation:

- Re-teaching Intervention Pages (Student Edition – Old Series)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- Houghton Mifflin Mathematics (Old Series)
- Manipulatives
- Supplemental practice material
- Differentiated Center/Practice Activities
- Internet – Internet4Classroom Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 10 – Fraction Comparison and Equivalence

Time Frame: 9-12 days

Core Standards: CC.2.1.3.C.1, CC.2.1.4.C1

Anchor (s) or adopted anchor: M03.A-F.1.1.1, M03.A-F.1.1.2, M03.A-F.1.1.3, M03.A-F.1.1.4, M03.A-F.1.1.5

Essential content/objectives: At the end of the topic students will be able to:

- Use a rule to compare fractions that have the same denominator
- Use models and reasoning to compare fractions with the same numerator
- Use benchmark numbers such as 0, $\frac{1}{2}$, and 1 to compare fractions
- Use number lines as visual models for comparing fractions with like denominators or like numerators
- Find different fractions that name the same part of a whole
- Use a number line to find equivalent fractions
- Use models to find fraction names for whole numbers
- Compare and order fractions to solve problems
- Draw a picture to solve a problem

Core Activities: Students will complete/participate in the following:

- **Lesson 10-1 through Lesson 10-9**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Surviving the Odds
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection

- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 11 – Two-Dimensional Shapes and Their Attributes

Time Frame: 9-12 days

Core Standards: CC.2.3.3.A.1, CC.2.3.3.A.2

Anchor (s) or adopted anchor: M03.C-G.1.1.1, M03.C-G.1.1.2, M03.C-G.1.1.3

Essential content/objectives: At the end of the topic students will be able to:

- Recognize lines and line segments and explore their relationships
- Recognize an angle and describe it by the size of its opening
- Recognize a polygon and describe it by its number of sides
- Describe a triangle by the lengths of its sides and by the sizes of its angles
- Recognize and name special kinds of quadrilaterals
- Create new shapes by combining two or more shapes or by separating a shape into two or more shapes
- Make a new shape by cutting one shape apart and rearranging its pieces
- Solve a problem by first solving a simpler problem
- Make and test a statement that describes similarities in a set of shapes

Core Activities: Students will complete/participate in the following:

- **Lesson 11-1 through Lesson 11-9**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Perfect Patterns
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection

- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 12 – Time

Time Frame: 5-7 days

Core Standards: CC.2.4.3.A.2

Anchor (s) or adopted anchor: M03.D-M.1.1.1, M03.D-M.1.1.2

Essential content/objectives: At the end of the topic students will be able to:

- Tell time to the nearest half-hour or quarter-hour and how to use reasoning to determine whether to use AM or PM after a given time
- Tell time to the nearest minute
- Change between units of time
- Find the amount of elapsed time
- Work backwards from given information to solve a problem

Core Activities: Students will complete/participate in the following:

- **Lesson 12-1 through Lesson 12-5**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Below Zero
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection
- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 13 – Perimeter

Time Frame: 5-7 days

Core Standards: CC.2.4.3.A.1, CC.2.4.3.A.6

Anchor (s) or adopted anchor: M03.D-M.3.1.1, M03.D-M.4.1.1

Essential content/objectives: At the end of the topic students will be able to:

- Find the distance around a polygon
- Choose tools and units to find perimeter
- Find perimeters of some common polygons when not all the side lengths are marked and it is not possible to count unit segments
- Make shapes to match a given perimeter and understand that different shapes can have the same perimeter
- Solve problems using the strategy try, check, and revise

Core Activities: Students will complete/participate in the following:

- **Lesson 13-1 through Lesson 13-5**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Figi Facts and Figures
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection
- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 14 – Area

Time Frame: 10-12 days

Core Standards: CC.2.3.3.A.2, CC.2.4.3.A.1, CC.2.4.3.A.5, CC.2.4.3.A.6

Anchor (s) or adopted anchor: M03.D-M.3.1.1, M03.D-M.3.1.2

Essential content/objectives: At the end of the topic students will be able to:

- Measure the area of a shape by counting square units
- Use square units to make figures with given areas
- Measure area by counting standard units
- Find the area of squares and rectangles
- Use the areas of rectangles to model the distributive property
- Solve problems by breaking them apart into simpler problems
- Find the area of irregular shapes
- Understand that though two rectangles may have the same area, they do not necessarily have the same perimeter
- Use equal areas to model unit fractions
- Select appropriate units and tools for measuring the area of given items

Core Activities: Students will complete/participate in the following:

- **Lesson 14-1 through Lesson 14-10**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Integrate centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Rainforest Math
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection

- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 15 – Liquid Volume and Mass

Time Frame: 5-7 days

Core Standards: CC.2.4.3.A.1

Anchor (s) or adopted anchor: M03.D-M.1.2.1, M03.D-M.1.2.2

Essential content/objectives: At the end of the topic students will be able to:

- Use customary units to estimate how much a container can hold and understand how to choose an appropriate customary unit for measuring the amount a container can hold
- Use metric units to estimate how much a container can hold and understand how to choose an appropriate metric unit for measuring the amount a container can hold
- Use metric units to estimate the mass of an object and understand how to choose an appropriate metric unit for measuring the mass of an object
- Use customary units to estimate how heavy an object is and understand how to choose an appropriate customary unit for measuring how heavy and object is
- Solve problems involving units of capacity and mass, by drawing a picture

Core Activities: Students will complete/participate in the following:

- **Lesson 15-1 through Lesson 15-5**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Keeping Count
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection

- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments
- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects

Curriculum Scope & Sequence

Planned Course: Mathematics Grade 3

Topic 16 – Data

Time Frame: 6 days

Core Standards: CC.2.4.3.A.4

Anchor (s) or adopted anchor: M03.D-M.2.1.1, M03.D-M.2.1.2, M03.D-M.2.1.3, M03.D-M.2.1.4

Essential content/objectives: At the end of the topic students will be able to:

- Draw and read line plots
- Make a line plot to organize measurement data
- Read information in pictographs and bar graphs to solve problems
- Make a pictograph from information given in a table or tally chart
- Make a bar graph from information given in a table or tally chart
- Interpret information shown in tables, pictographs, and bar graphs to solve problems

Core Activities: Students will complete/participate in the following:

- **Lesson 16-1 through Lesson 16-6**
 - Set purpose and make connections to previously learned material
 - Review academic vocabulary
 - Model/Demonstrate
 - Guided Practice
 - Independent Practice
 - Problem Solving
 - Remediation, Re-teach, Enrichment as needed
 - Closure with essential understanding taught in lesson
 - Centers/manipulatives upon teacher's discretion

Extensions:

- Language Arts
 - Complete Journal Entry with application of lesson's content
- Social Studies Extension
 - Figi Facts and Figures
 - Math Project – Topic Opener
- Math Extensions
 - Math Library Problem Solving
 - Differentiated Centers
 - Home-School Connection
- Technology Extension
 - Pearson Website

Remediation:

- Re-teaching Intervention Pages (Student Edition)
- Use of Manipulatives

Instructional Methods:

- Identify concepts and build vocabulary
- Discussion – Scaffolding
- Modeling/Demonstration
- Guided Practice
- Independent Practice
- Provide Differentiated Instruction

Materials & Resources:

- enVision Math Teacher and Student Edition
- Manipulatives
- Practice Books
- Math Library
- Differentiated Center/Practice Activities
- Internet – Pearson Website

Assessments:

- Formative Assessments
 - Teacher Observation
 - Independent Class Practice
 - Performance Assessments

- Summative Assessments
 - End-Of-Topic Quiz
 - Comprehensive Tests
 - Extension Projects