

Grade 3--Second Nine Weeks

NBT	NBT	MD	MD	MD	MD
Compare whole numbers Open number lines	Add and subtract whole numbers	Concept of area—rectilinear	Concept of area—odd shapes	Perimeter, area, & word problems	Area model for multiplication
5-7 days	10-12 days	2-3 days	2-3 days	4-6 days	5-7 days

NBT (5-7 days) Compare whole numbers Open number lines

Conceptual Flow	<ul style="list-style-type: none"> Comparison of whole numbers using quantity representations and open number lines. Foundation for M.3.10 	<ul style="list-style-type: none"> Order 3 numbers & represent the relative positions on an open number line. Foundation for M.3.10 	<ul style="list-style-type: none"> Identify the decades or centuries that a number is between. Represent with quantities and on an open number line. Foundation for M.3.10. 	<ul style="list-style-type: none"> Round numbers to the nearest ten or hundred using quantities and number lines. Convention—at the midpoint, round up. M.3.10
Essential Goals	<ul style="list-style-type: none"> Review and solidify the comparison of 2- and 3-digit numbers. Order 3 numbers (up to 1000). Round numbers by being able to identify the decades or centuries the number is between, using both quantity and number line representations. Understand and apply the convention that at the midpoint we round up. 			
Ongoing Ideas	<ul style="list-style-type: none"> Patterns on number grid. Numbers to 1,000 represented in a variety of ways. Multiplication and division as equal groups. 			
Daily Math Warm-Ups (Number Talk Style)	<ul style="list-style-type: none"> Quick images of filled 10-frames to begin to build fluency with “10s facts”. Quick images of half-filled 10-frames to begin to build the foundation for “5s facts”. 5s facts are half of the 10s facts. Use patterns to add (e.g., if you know $5 + 6 = 11$, use to find $15 + 6$ or $25 + 6$). 			
Activity suggestions	<ul style="list-style-type: none"> Fill in a number line Human number line My Math: p.15-20 	<ul style="list-style-type: none"> Have students place 3 locations on various open number lines. My Math: p.21-26 	<ul style="list-style-type: none"> Red Rover adapted rounding game. “I Have Who Has” rounding game TPT. 	<ul style="list-style-type: none"> Rounding with Number lines Scoot on TPT. My Math: p. 29-40 Math in Practice: p.135-151

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NBT (10-12 days) Add whole numbers

Conceptual Flow	<ul style="list-style-type: none"> Review and solidify addition strategies (making 10, counting on 1, 2, 3, 10, 20, 30, bridge to 10, doubles, near doubles). Foundation for M.3.11 	<ul style="list-style-type: none"> Review and solidify equivalent ways to make the same number using 10s and 100s. Foundation for M.3.11 	<ul style="list-style-type: none"> Extend addition strategies to 2- and 3-digit numbers. M.3.11 	<ul style="list-style-type: none"> Combine 2- and 3-digit numbers using place value. Write the answer as ___ hundreds, ___ tens, & ___ ones. Foundation for M.3.11 	<ul style="list-style-type: none"> Connect to partial sums. M.3.11 Use concept of fewest pieces to rewrite something like 7 hundreds, 12 tens, and 6 ones as 826. M.3.11
Essential Goals	<ul style="list-style-type: none"> Extend addition fact strategies to 2- and 3-digit addition. Connect the bridge to 10 strategy to the Associative Property. Use place value to add 2- and 3-digit numbers and connect to partial sums. 				
Ongoing Ideas	<ul style="list-style-type: none"> Rounding to the nearest decade or century, understand the term midpoint. Comparing and ordering whole numbers. Use Commutative/ Associative Property (My Math: p.61-66). 				
Daily Math Warm-Ups (Number Talk Style)	<ul style="list-style-type: none"> Review and/or introduce Commutative Property as teacher records students' thinking. Review and/or introduce Associative Property as teacher records students' thinking. Number Talks: Addition Making 10 p189-188, Breaking Numbers into Place Value p.197-200, Adding up in Chunks p. 201-204 				
Activity suggestions	<ul style="list-style-type: none"> Domino games Doubling games – Fundamentals books <ul style="list-style-type: none"> o Double Up o Double Trouble My Math: p.79-84 	<ul style="list-style-type: none"> Equivalency Chart- Example Given manipulatives have students show different ways to make the same number 	<ul style="list-style-type: none"> Addition matching game on TPT Number Talks on friendly numbers p 346 My Math: p.67-78 My Math: p.93-102 	<ul style="list-style-type: none"> Partial Sum Tic Tac Toe game on TPT Math in Practice: p. 152-170 	

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MD (2-3 days)—Recommend doing right before Thanksgiving Concept of area—rectilinear area

Conceptual Flow	<ul style="list-style-type: none"> Develop area as the counting of square units using quick images of rectilinear shapes. M.3.22d, Foundation for M.3.20 a-b & M.3.22 As students describe the number of squares in a rectilinear design introduce the terms “square units” and “area.” M.3.20a 	<ul style="list-style-type: none"> Create odd shape designs on square grid paper with an area of 12 square units. M.3.20 & M.3.21
Essential Goals	<ul style="list-style-type: none"> Understand that area is measured in square units and can be found by counting squares. Understand that you can separate shapes into smaller pieces, find that area of those pieces, and combine those amounts to get the total area (area is additive). M.3.22.a & d 	
Ongoing Ideas	<ul style="list-style-type: none"> Solve one- and two-step word problems involving addition and subtraction contexts. M.3.8 Addition Strategies 	
Daily Math Warm-Ups (Number Talk Style)	<ul style="list-style-type: none"> Quick images of rectilinear shapes Number Talks 	
Activity suggestions	<ul style="list-style-type: none"> Area Person Area Robot on TPT My Math: p. 779-784 Mindset Math: Tiling to Understand Area p. 99-108 Mindset Math: How Close to 100? p. 217-221 	<ul style="list-style-type: none"> Area Puzzles on TPT – omit distributive property component until later 3 Act Task- Fruit and Nuts My Math: p.765-776 Math In Practice: p. 291-305

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MD (2-3 days) Concept of area—odd shapes

Conceptual Flow	<ul style="list-style-type: none"> Review and solidify area as the counting of square units. M.3.20 & M.3.21 Begin to transition students to “seeing” the squares without having to use square grid paper by using square dot paper. M.3.20 	<ul style="list-style-type: none"> Find techniques for finding rectilinear areas to solve real world problems. M.3.22.a-d
Essential Goals	<ul style="list-style-type: none"> Understand that area is a measure of plane figures using square units. Develop strategies for finding the area of rectilinear shapes. 	
Ongoing Ideas	<ul style="list-style-type: none"> Area is found by counting squares 5’s are half of 10’s (When multiplying by 5s can take half of the product of multiplying by 10s.) 	
Daily Math Warm-Ups (Number Talk Style)	<ul style="list-style-type: none"> Quick images of filled 10-frames to begin to build fluency with “10s facts” Quick images of half-filled 10-frames to begin to build fluency of the “5s facts”. 5s facts are half of the 10s facts. Quick images of 10-frames with one empty section to begin to build the foundation for “9s facts”. 9s facts are one removed from each group of 10. 	
Activity suggestions	<ul style="list-style-type: none"> Use square dot paper to draw odd shapes that have an area of 18 square units. 3 Act Task – The Paper Cut 	<ul style="list-style-type: none"> 3rd Grade Area Practice—Freebie on TPT My Math: p. 785-790

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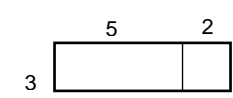
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MD (4-6 days) Perimeter, area, & word problems

Conceptual Flow	<ul style="list-style-type: none"> Develop perimeter as a linear measure (count lines). Foundation for M.3.23 	<ul style="list-style-type: none"> Find the perimeter of shapes when given the side lengths. M.3.23 Find the missing side length of a shape when given the perimeter. M.3.23 	<ul style="list-style-type: none"> Solve real world problems involving perimeter of polygons. M.3.23 	<ul style="list-style-type: none"> For each of the shapes drawn with a given area, find the perimeter. Have students identify the number of different perimeters for the given area. Foundation for M.3.23. For each of the shapes drawn with a given perimeter, find the area. Have students identify the number of different areas for the given perimeter. Foundation for M.3.23 	<ul style="list-style-type: none"> Examine the relationship between area and perimeter of rectangles. M.3.23 Introduce the term “by” when discussing dimensions. Foundation for M.3.22
Essential Goals	<ul style="list-style-type: none"> Understand that shapes with the same area do not necessarily have the same perimeter. Understand that shapes with the same perimeter do not necessarily have the same area. 				
Ongoing Ideas	<ul style="list-style-type: none"> 9’s are one less per group than multiplying by 10. Using correct language for shapes. Addition and area word problems. 				
Daily Math Warm-Ups (Number Talk Style)	<ul style="list-style-type: none"> Quick images of 10-frames with one empty section to build fluency of “9s facts”. 9s facts are one removed from each group of 10. Number Talks Quick images of irregular shapes for area and perimeter. 				
Activity suggestions	<ul style="list-style-type: none"> Draw as many “odd shapes” as you can with a perimeter of ___ units using square dot paper. 	<ul style="list-style-type: none"> Mystery Perimeter TPT activity My Math: p. 753-764 Mindset Math: p.53-57 	<ul style="list-style-type: none"> Doggie Dilemma on TPT – This may be a culminating activity for the entire unit Mindset Math: p.59-64 	<ul style="list-style-type: none"> Area/Perimeter Investigations on TPT My Math: p.805-810 Math in Practice: p.306 -321 	

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MD (5-7 days)
Area model for multiplication

Conceptual Flow	<ul style="list-style-type: none"> Using square grid paper students draw rectangles with a given area, label the area, and label the dimensions. M.3.22 	<ul style="list-style-type: none"> Link the term “factors” to the dimensions of the rectangle. Link finding area of a rectangle to multiplication. M.3.22 	<ul style="list-style-type: none"> Have students find ways to “split” a rectangle into smaller pieces and find the area of each piece. M.3.5 e.g., for 3×7 <div style="text-align: center;">  </div> <p> $3 \times 7 = 3 \times 5 + 3 \times 2$ $3 \times 7 = 3 \times (5 + 2)$ </p>	<ul style="list-style-type: none"> Solve real world problems involving area. M.3.22d
Essential Goals	<ul style="list-style-type: none"> Understand area as a model for multiplication. Use the area model to represent the Distributive Property as a strategy for multiplying single-digit numbers. Build flexibility in the ways to “break up” side lengths when using the Distributive Property Highlight square numbers within the area drawings. 			
Ongoing Ideas	<ul style="list-style-type: none"> Perimeter and area Two-step addition/subtraction word problems. 			
Daily Math Warm-Ups (Number Talk Style)	<ul style="list-style-type: none"> Mix of quick images of filled 10-frames for “10s facts”, half-filled 10-frames for “5s facts”, and 10-frames with one empty section for “9s facts”. Quick images of square numbers using the area model to build the foundation for square number facts. 			
Activity suggestions	<ul style="list-style-type: none"> Provide groups of students with rectangles on grid paper and allow them to explore an alternative method besides counting to find area. Mindset Math: p. 132-141 	<ul style="list-style-type: none"> Candy boxes activity 3 Act Task- Piles of Tiles Great Tasks – Playful Puppies activity p. 95-105 	<ul style="list-style-type: none"> Revisit Area/Perimeter puzzles on TPT adding in Distributive Property pages My Math: p.791-802 	<ul style="list-style-type: none"> Design a zoo My Math: p. 811-816 Creating Fraction and Decimal Ahas: p. 188-192