Grade 3--Fourth Nine Weeks

MD	MD	MD	MD	OA	OA
Time	Liquid volume	Liquid volume	Mass	Array Model for Multiplication	Division as repeated subtraction Multiplication fact fluency Review and solidify computation strategies
5-7 days	2-3 days	2-3 days	3-5 days	5-7 days	about 20 days

MD (5-7 days) Time

Conceptual Flow	• Review and solidify language of time: half past, quarter to/till, quarter after/past. Foundation for M.3.16 • Review and solidify telling time to 5 minutes. Foundation for M.3.16	• Establish how long is a minute (duration). Foundation for M.3.16 • Measure how long, in minutes, it takes to do a variety of tasks. M.3.16	• Tell time to the nearest minute. M.3.16 • Represent time in multiple ways. M.3.16	• Solve addition and subtraction word problems involving time. Represent the problems on a number line. M.3.16
Essential Goals	• Understand that a clock is a number line that wraps on itself. • Understand that the hands on a clock measure different units of time. • Understand that the numbers on a clock represent hours as well as multiples of 5 minutes • Represent time in multiple ways (e.g., digital clock, analog clock)			
Ongoing Ideas	• 2-step word problems using all four operations. • Strategies for addition, subtraction, multiplication, and division.			
Daily Math Warm-Ups (Number Talk Style)	• Mix of all quick images for 2s, 4s, 8s, 10s, 5s, 9s, and square numbers to build mental visual models of the fact clusters. • Math 24			
Activity suggestions	• Think-pair-share regarding everything you can tell me about a clock.	• Have students do a variety of things for a minute. e.g., write name, stand on one foot, hold arms out at shoulder height, blink.	• Four-part chart with digital, analog, words, something that takes that amount of time. • 3 Act Task – All Aboard • **My Math:** p.659-664	• Elapsed time fairy tales. • **My Math:** p.665-670 • **Math in Practice:** p. 241-256

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MD (2-3 days) Liquid volume

Conceptual Flow	• Identify and describe units for capacity (gallons, quarts, pints, cups and liters). Foundation for M.3.17	• Measure the liquid volume (capacity) of a variety of containers using standard units. M.3.17
Essential Goals	• Understand the difference between cubic units used to find the volume of a solid figure and units of capacity. • Understand the relative size of units of capacity so that students can choose the appropriate unit.	
Ongoing Ideas	• Fractions as equal parts and on a number line. • Arrays and area model of multiplication.	
Daily Math Warm-Ups (Number Talk Style)	• Quick images of double 5-frame representations 1 to 9 immediately followed by quick images of four 5-frames of the same quantity immediately followed by eight 5-frame images of the same quantity to build fluency with “8s facts” • Quick images of the 10-frame images for 10s, 5s, and 9s and square number representations.	
Activity suggestions	• **Pool activity** • **My Math:** p.633-638	• Examine the relationship between units of customary liquid measure. • **Math in Practice:** p. 257-264

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MD (2-3 days)
Liquid volume continued

Conceptual Flow	• Review and solidify an understanding of the units used to measure liquid volumes. M.3.17	• Solve one-step word problems involving liquid volumes using addition, subtraction, multiplication, and division. M.3.17
Essential Goals	• Use concrete models, pictures, and verbal descriptions to represent liquid volume problems. • Solve and defend solutions to liquid volume problems.	
Ongoing Ideas	• Size of units used to measure liquid volume. • Telling time to the nearest 30, 15, and 5 minutes.	
Daily Math Warm-Ups (Number Talk Style)	• Mix of all quick images for 2s, 4s, 8s, 10s, 5s, 9s, and square numbers to build mental visual models of the fact clusters. • Mixture of two-step word problems using addition, subtraction, multiplication, division contexts. M.3.8 • Quick image of various containers, estimating the liquid volume.	
Activity suggestions	• Measure containers by filling with cups of beans or rice.	• Have students create word problems involving liquid volumes. • **My Math:** p.639-644

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MD (3-5 days) Mass

Conceptual Flow	• Identify units of mass by using concrete weights (g, kg, oz., and lbs.). Foundation for M.3.17	• Predict and measure to find the mass of a variety of objects. Record using the appropriate labels. M.3.17	• Solve one-step real world problems involving masses that are given in the same units (add, subtract, multiply, and divide). M.3.17
Essential Goals	• Understand the relative size of units of mass by feel. • Understand and solve real-world problems involving mass.		
Ongoing Ideas	• One step word problems using all four operations. • Area using multiplication.		
Daily Math Warm-Ups (Number Talk Style)	• Quick images of square numbers using the area model to build the foundation for square number facts. • Quick images to review 10s, 9s, 5s, 1s, and 0s.		
Activity suggestions	• Provide students with opportunities to hold/weigh objects in g, kg, oz, and lbs. • 3 Act Tasks - Oranges • 3 Act Tasks – See-Saw	• **Estimating then measuring** • Stand up/Sit down gram, kg power point on TPT • **My Math:** p.645-650	• Have students create one step word problems involving masses that are measured in g, kg, oz, lbs. • **My Math:** p.651-656 • **Math in Practice:** p. 257-271

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OA (5-7 days) Array model for multiplication

Conceptual Flow	• Understand multiplication as an array (combining of equal rows). Foundation for M.3.3	• Examine fact representations based on the number of rows. Foundation for M.3.3 • Examine factor representations when looking at the resulting products of a variety of arrays. Foundation for M.3.3	• Create and solve multiplication word problems with an array context. Draw a picture to match the problem and solve. M.3.3 & M.3.8 • Write an equation to represent the problem and use a symbol for the unknown value. M.3.3
Essential Goals	• Build the language of multiplication as “equal rows”. • Construct, draw, and describe an array model for multiplication. • Understand and represent array model context problems.		
Ongoing Ideas	• Drawings should match the problem. Equations should match the problem. • Review area as a multiplication problem.		
Daily Math Warm-Ups (Number Talk Style)	• Quick images of double 5-frame representations 1 to 9 immediately followed by quick images of four 5-frames of the same quantity immediately followed by eight 5-frame images of the same quantity to build the foundation for “8s facts” • Quick images of the 10-frame images for 10s, 5s, and 9s and square number representations.		
Activity suggestions	• Rows and Dots version of circles and dots. First roll gives the number of rows. The second roll gives the number of dots in each roll. Reminder: Write on front side only. • **My Math:** p. 205-218	• Sort problems from the Rows and Dots activity and describe the sort groups.	• Have students write story problems that can be solved using arrays and represent in an equation using a symbol for the unknown value.

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OA (about 15 days) Division as repeated subtraction
Multiplication fact fluency
Review & solidify computation strategies

Conceptual Flow	• Represent division as removal of same sized groups. M.3.2 • Use language such as, "How many ___ in ___?" M.3.2	• Solve word problems which have division as repeated subtraction context. M.3.2	• Play games to build multiplication fact strategy fluency. M.3.7	• Review and solidify mental strategies for adding, subtracting, multiplying, and dividing. M.3.5, M.3.11, M.3.12
Essential Goals	• Students are comfortable representing, decomposing, and combining numbers in multiple ways so that they can choose the most efficient strategy to compute. (Standard algorithms are saved for later grades. Mastery of strategies and use of properties is expected).			
Ongoing Ideas	• Review any and all material that your class still needs additional time/practice.			
Daily Math Warm-Ups (Number Talk Style)	• Mix of all quick images for 2s, 4s, 8s, 10s, 5s, 9s, and square numbers to build mental visual models of the fact clusters.			
Activity suggestions	• Use manipulatives to relate subtraction to division. • **Fundamentals-Purple:** p.56, p.60	• Have students create word problems to demonstrate removal of equal groups. • **My Math:** p.257-264 • **Fundamentals –**Purple p.8-11	• Math 24 • Top it, Target 50, Name That Number from Everyday Math • **Fundamentals- Purple** p. 48	• Have students create a board game that will review all four operations

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