







Trimester	Unit Title	Recommended Instructional Days
2	Use Multiplication Facts	8 - 12 days
Domain		
<p>Strand:</p> <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 $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.</p> <p> 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <p> 3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 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.</p> <p>Key:</p> <p>  Major Cluster  Supporting Cluster  Additional Cluster </p>		
<p>Progress Indicator: ♦ Tests ♦ Homework / Classwork ♦ Projects ♦ Formative assessments ♦ Summative assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reason of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 		

6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Questions:

Lesson 5.1 What are some ways you can describe a pattern in a table?

Lesson 5.2 How can you use an array or a multiplication table to find an unknown factor or product?

Lesson 5.3 How can you use the strategy, *draw a diagram*, to multiply with multiples of 10?

Lesson 5.4 What strategies can you use to multiply with multiples of 10?

Lesson 5.5 How can you model and record multiplying 1-digit whole numbers by multiples of 10?

Essential Understandings:

Lesson 5.1 Identify and describe a number pattern shown in a function table.

Lesson 5.2 Use an array or a multiplication table to find an unknown factor.

Lesson 5.3 Solve multiplication problems by using the strategy, *draw a diagram*.

Lesson 5.4 Use base-ten blocks, a number line, or place value to multiply with multiples of 10.

Lesson 5.5 Model and record multiplication with multiples of 10.

Vocabulary:

- Equation

Suggested Activity Description(s):

Show what you know, Problem of the Day, Fluency Builders, Personal Math Trainer, Math on the Spot Videos, Real World Videos, Vocabulary Preview Activity, Reteach and Enrichment Activities, Interactive Student Edition Textbook, RtI Activities, Grab and Go Differentiated Centers, Journal Writing, Advanced Learners Activities, Assessments, Standards Focus Packets for the related NJSLS, Success for English Learners Activities, Performance Task

Interdisciplinary Connections:

STEM Activity: In Chapter 5, students extend their understanding of the use of multiplication facts by finding unknown numbers. These same topics are used often in the development of various science concepts and process skills. Students can make the connection between math and science through the S.T.E.M. activities and activity worksheets found at Think Central.

In Chapter 5, students connect math and science with the S.T.E.M. Activity Stargazing and the accompanying worksheets ((pgs. 105 and 106) In correlation with ScienceFusion pgs. 404-405). Through this STEM Activity, students will connect the GO Math! Chapter 5 concepts and skills with various methods of observing the stars, including using multiplication to compare amounts. It is recommended that this S.T.E.M. Activity will be used after Lesson 5.2.

Science:

1. Real World Problem Solving, Go Math pg. 285 #5 & 6
2. Personal Math Trainer, Go Math pg. 290 #30

Social Studies:

1. Chapter 5 Review, Go Math pg. 298 #17 (Incorporate presidents on coins)

Language Arts:

1. Party Plans by the Numbers! - (From the Differentiated Centers Grab and Go Kit)
2. The Homework Table - (From the Differentiated Centers Grab and Go Kit)

Spot Light On: *Acknowledge every student's comment or response, even if it's incorrect.*

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
SEL Competencies: <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 	<ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills.
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>

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Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Go Math Workbook, IXL, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, 60 minutes of weekly ST Math, Edulastic, Achieve the Core, Desmos	Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice worksheets	Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Go Math Leveled Strategies for English Learners, Go Math Linguistic Support	ST Math Challenge Objectives, G&T tasks, Enrichment worksheets, Art of Problem Solving, Leveled assessments, Go Math Teaching for Depth
Supplemental Resources			
Technology: • Chromebooks • Online math manipulatives Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review,	Create an enhanced set of introductory activities, integrate active teaching/learning

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individual instruction as needed, modify assessments and/or rubrics.	of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related content.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Technology, Collaboration and Communication	
	Core Ideas:	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	Performance Expectation/s:	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	

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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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