Hamilton Community Schools Mathematics Curriculum

Scott Foresman – Addison Wesley Mathematics: Grade 3

(91 Lessons + 10 optional)

The projected instructional time frame ranges from 91-160 days. To ensure that this guarantee curriculum is viable, please don't spend the maximum projected days for each lesson.

Chapter 1 Place Value and Money September			
Lesson	**Objective**	**GLCE**	**Comments**
Section A: Place Value			
1-1 Ways to Use Numbers *(1 day)*	Tell from context whether a given number is used FOCUS on ordinal numbers	Enrichment skill	**Vocabulary:** ordinal numbers Spiral Review/Test Prep-DO ALL Missing numbers
1-2 Numbers in the Hundreds *(1-4 days)*	Read and write numbers in the hundreds.	N.ME.03.01 N.ME.03.02	**Vocabulary:** digit, place value, expanded form, standard form, word form Spiral Review/Test Prep- DO ALL Who has this number Number match Place value GO sheet with 3-digit numbers (graphic organizer) – OAISD
1-3 Place-Value Patterns *(1 day)*	Generate equivalent representations for a number by composing and decomposing numbers.	N.ME.03.01 N.ME.03.02	Spiral Review/Test Prep- DO ALL Three names for a number Renaming cards
1-4 Numbers in the Thousands *(1-2 days)* 1-5 Read/ write greater numbers	Read and write numbers in the thousands.	N.ME.03.01 N.ME.03.02 N.ME.03.03	Spiral Review/Test Prep- DO ALL Thousands of points (Place value cards are a great manipulative to help students connect the standard and expanded form.) Place value GO sheet with 4-digit numbers (graphic organizer) – OAISD
1-6 Read and Understand	Tell in words what is known and what	N.MR.03.15	Spiral Review/Test Prep- DO ALL

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(1-2 days)	needs to be determined in given word problems.		Making sense of a problem (This is a good place to use a think-aloud strategy with the problem solving questioning strategy.) What do you know?
Section Assessment Reteaching / Enrichment			Review Section A Diagnostic Checkpoint – Delete 6,7

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Section B: Building Number Sense			
1-7 Comparing Numbers *(1-2 days)*	Compare whole numbers to 10,000.	N.ME.03.03	**Vocabulary:** compare, number line Spiral Review/Test Prep-DO ALL More or Less Build a bigger number - OAISD
1-8 Ordering Numbers *(1-2 days)*	Order whole numbers to 10,000.	N.ME.03.03	**Vocabulary:** order Spiral Review/Test Prep- DO ALL *Note: For each activity, you could have students build each number with arrow cards to strengthen place value understanding.* Show and tell Come to order
1-9 Number Patterns *(1 day)*	Continue number patterns, and use place-value patterns to find sums and differences.	N.ME.03.05	**Vocabulary:** even number, odd number Spiral Review/Test Prep-DO ALL *Note: The only learning objective in this lesson that aligns to the GLCEs is understanding even and odd numbers.*
1-10 Rounding Numbers *(1-2 days)*	Round numbers to the Nearest ten or hundred *Note: Only round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.*	Enrichment skill	Vocabulary: rounding OPTIONAL *Note: This also does not support any GLCEs and may conflict with future learning in section 2-7 which is estimating sums.*
Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete 7, 8, 9
Section C: Money			
1-12 Counting Money *(1 week)* *Asses with Money Test A (counting coins)* *Suggestion: For the sake of time, work on this review skill during*	Find the value of money ($5 and $1 bills, half-dollars, quarters, dimes, nickels, pennies).	Review of previous Michigan GLCEs (M.UN.02.07)	**Vocabulary:** decimal point, dollar sign Spiral Review/Test Prep- DO ALL Same amount, different ways

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calendar time and/or as warm-up problems.			
1-13 Making Change *(1 day)*	Make change by counting on.	M.PS.03.12	Spiral Review/Test Prep-DO ALL *Note: Although making change is a nice skill to have, this GLCE refers to contextual problems where adding or subtracting money would be use to determine totals or change. If you decide to teach making change, please don't spend multiple days on this skill.* Count up with coins Shopping with two dollars
1-14 Look Back and Check *(1 day)*	Tell whether and why the work shown for given problems is correct or not.	N.MR.03.15	Spiral Review/Test Prep-DO ALL *Note: 1st and 2nd grade has developed the understand, plan and solve stages of the problem solving process. This is the first opportunity to train students to look back.* Did I answer the question? Look back and check
1-15 Animal Speeds *(Optional Extension)*	*Review and apply key concepts, skills, & strategies learned in Chapter 1*	*N.ME.03.01* *N.ME.03.02*	*Spiral Review/Test Prep-DO ALL* *Expanded form* *What's in that place?*
Section Assessment Reteaching / Enrichment			Section C Diagnostic Checkpoint – Delete none- DO ALL
Chapter 1 Test #7 = 2 points			

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Chapter 2 Addition and Subtraction Number Sense			October
Lesson	Objective	GLCE	Comments
Section A: Basic Facts and Properties			
2-2 Relating Addition and Subtraction *(1 day)* 2-3 Find a Rule	Use the inverse relationship between addition and subtraction to write related sentences, solve problems with missing numbers, and verify solutions.	Review of previous Michigan GLCEs (N.MR.01.11, N.MR.01.13) *Note: Focus on fact families.*	Vocabulary: addends, sum, fact family, difference Spiral Review/Test Prep-DELETE 4, 5, 6
Section Assessment Reteaching / Enrichment			Section A Diagnostic Checkpoint – Delete 1, 2, 3
Section B: Addition Number Sense			
2-5 Mental Math: Break Apart Numbers *(1-4 days)* 2-7 Estimating Sums not compatible numbers or front end estimating	Use mental math to add numbers by breaking them apart using place value. *Note: Use paper and pencil to record thoughts and actions.*	N.FL.03.08 N.MR.03.15	Spiral Review/Test Prep Delete 1 Mental math with blocks (Have students record their thinking using the partial sums algorithm, otherwise known as Alice's way on page 80.) Break the blocks Say the sum
2-8 Overestimates and Underestimates *(1-2 days)* *Day 1 with 2 digit numbers* *Day 2 with 3 digit numbers*	Decide whether an estimate is an overestimate or underestimate.	N.FL.03.07 N.MR.03.15	**Vocabulary:** overestimate, underestimate (Need to create word wall cards with examples.) Spiral Review/Test Prep Delete 3 Note: Most children can round to the nearest ten or hundred, so we can focus our energy on these two techniques. Ways to estimate (From lesson 2-7) Greater of lesser
Section Assessment			Section B Diagnostic Checkpoint –

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Reteaching / Enrichment			Delete none-DO ALL
Section C: Subtraction Number Sense			
2-9 Mental Math: Using Tens to Subtract *(1-2 days)*	Use tens to subtract mentally. *Note: Use paper and pencil to record thoughts and actions.*	N.FL.03.08	Spiral Review/Test Prep Delete 1, 6, 7 Using a ruler (Do a few more examples on a number line. Ex. 27 – 8 and 55 – 19.) Subtraction patterns
2-10 Mental Math: Counting On to Subtract *(1-2 days)*	Use counting on to subtract mentally. *Note: Use paper and pencil to record thoughts and actions.*	N.FL.03.08	Spiral Review/Test Prep Delete none-DO ALL Keeping score (Also known as the empty number line strategy.)
2-11 Estimating Differences *(1 day)*	Estimate differences using rounding, front-end estimation, and compatible numbers. *Note: Use paper and pencil to record thoughts and actions.*	N.FL.03.07	Spiral Review/Test Prep Delete 2l *Note: This lesson focuses on rounding to the nearest ten or hundred. Please keep this in mind while doing any of the following investigation.* Tickets and prizes
2-12 Writing to Explain *(1-2 days)*	Write brief explanations of how to solve certain problems, or of why a certain method or type of answer is needed.	N.FL.03.07 N.MR.03.15	Spiral Review/Test Prep Delete 5 Words and arrows (This is a great way for students to explain their work to support N.MR.03.15.)
2-13 Fire Trucks *(Optional Extension)*	*Review and apply key concepts, skills, and strategies learned in this and previous chapters.*	N.MR.03.15 M.PS.03.12	*Spiral Review/Test Prep Delete none-DO ALL* *Adding and subtracting using mental math* *Height differences*
Section Assessment Reteaching / Enrichment			Section C Diagnostic Checkpoint – Delete none- DO ALL
Chapter 2 Test			

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Chapter 3 Adding and Subtracting October/November			
Lesson	Objective	GLCE	Comments
Section A: Adding			
3-1 Adding Two-Digit Numbers *(1-3 days)*	Add two-digit numbers using paper-and-pencil methods.	N.FL.03.06 N.FL.03.07 N.MR.03.15	**Vocabulary:** regroup Spiral Review/Test Prep Delete 2 Adding with blocks (Use the place value mat to help separate the tens and ones.)
3-2 Models for Adding Three-Digit Numbers (1-2 days)	*Add three-digit numbers using place-value blocks and models.*	*N.FL.03.06 N.MR.03.15*	*Combine ones, tens, then hundreds Note: Most children naturally go in the reverse order. Please know that the order does not matter. Most special ed research actually has students adding left to right. For most students, it is usually easier to begin with the larger numbers when combining all of the totals. The example on page 128 demonstrates the partial sums algorithm for three digit numbers.*
3-3 Adding Three-Digit Numbers (1-2 days)	*Add three-digit numbers using paper-and-pencil methods.*	*N.FL.03.06 N.MR.03.15*	*The fewest blocks Justify the procedure*
3-5 Draw a Picture Section Assessment Reteaching / Enrichment			Section A Diagnostic Checkpoint – Delete 5, 6, 7, 8
Section B: Subtracting			
3-6 Regrouping Review *(1-2 days)*	Regroup a two- or three-digit number in preparation for subtraction.	Review of previous Michigan GLCEs (N.ME.02.05)	Spiral Review/Test Prep Delete none-DO ALL The regrouping game Note: Use the subtraction mat to help students visually separate the tens and ones during the regrouping process.
3-7 Subtracting Two-Digit	Subtract two-digit numbers using	N.FL.03.06	Spiral Review/Test Prep Delete none-

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Numbers *(1-3 days)*	paper-and-pencil methods.	N.MR.03.15	DO ALL Combine and separate Guided regrouping
3-8 Models for Subtracting Three-Digit Numbers *(1-3 days)*	Subtract three-digit numbers using place-value blocks, a picture, or paper-and-pencil.	N.FL.03.06 N.MR.03.15	Subtracting place-value blocks Summarize the steps Note: If students struggle, you may want to rewrite each number in expanded notation. Then, the act of regouping is less abstract.
3-9 Subtracting Three-Digit Numbers *(1-2 days)*	Subtract three-digit numbers using paper-and-pencil methods.	N.FL.03.06 N.MR.03.15	Show and write subtraction The world cup Note: If students struggle, you may want to rewrite each number in expanded notation. Then, the act of regouping is less abstract.
3-10 Subtracting Across Zero *(1-2 days)*	Subtract three-digit numbers using paper-and-pencil methods.	N.FL.03.06 N.MR.03.15	Get and give Zero power Note: If students struggle, you may want to rewrite each number in expanded notation. Then, the act of regouping is less abstract.
Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
Section C: Using Addition and Subtraction			
3-11 Exact Answer or Estimate *(1 day)*	Add and subtract with exact or estimated results to solve problems in real-world contexts	N.FL.03.06 N.MR.03.15	Graphic organizers Buying stickers
3-12 Adding and Subtracting Money *(1 day)*	Add and subtract money.	Readiness for later Michigan GLCEs (N.FL.04.32, N.MR.04.37, M.PS.03.11)	Spiral Review/Test Prep Delete 2, 3, 7 What's in her wallet
3-15 Migrating Butterflies (Optional Extension)	*Review and apply key concepts, skills, and strategies learned in this and previous chapters.*	*N.MR.03.15* *M.PS.03.12*	*Spiral Review/Test Prep Delete 2* *Finding differences*
Section Assessment Reteaching / Enrichment			Section C Diagnostic Checkpoint – Delete 5, 6

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Chapter 3 Tests/ Addition and Subtraction			

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Chapter 4 Time, Data, and Graphs December			
Lesson	**Objectives**	**GLCE**	**Comments**
Section A : Time			
4-1 Time to the Half Hour and Quarter Hour *(1-2 days)*	Tell time to the nearest half hour and quarter hour using analog and digital clocks, identify times as A.M. or P.M., and estimate with various units of time.	M.UN.03.01 M.UN.03.03	**Vocabulary**: hour, minute, half hour, quarter hour, second, A.M., P.M. Spiral Review/Test Prep Delete 1, 2, 5, 6 Measuring time How we measure time
4-2 Time to the Minute *(1-2 days)*	Identify times in minutes using an analog clock.	Extension of previous Michigan GLCEs (M.UN.02.05)	Spiral Review/Test Prep Delete 1, 3, 4, 5 How many minutes after 8 Time to the minute Which time is closer to 9 O'clock
4-3 Elapsed Time *(1-2 days)*	Find elapsed times, and find beginning- or ending times based on elapsed times.	M.UN.03.02 M.PS03.12	**Vocabulary**: elapsed time Spiral Review/Test Prep Delete 4, 5 Tell me how much time has passed *Note: For struggling students, you may want to use a number line to help students calculate elapsed time. See timeline example - OAISD*
4-4 Using a Calendar *(1 day)*	Identify the elements and relationships in a calendar.	M.UN.03.01 M.UN.03.03 M.PS.03.12	**Vocabulary**: weeks, months, years, leap years, decades, centuries, ordinal numbers Spiral Review/Test Prep Delete 1, 2 Calendar pages Reading a calendar
Section Assessment Reteaching / Enrichment			Section A Diagnostic Checkpoint – Delete none-DO ALL

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Section B: Understanding Data and Graphs			

4-5 Using Tally Charts to Organize Data (1 day)
 	
4-6 Use line plots to teach range, minimum, and maximum
	Use tally charts to record and organize data.	Enrichment skill	**Vocabulary**: survey, data, tally chart, tally mark
			Spiral Review/Test Prep Delete 4
			Choose the sport you like best (Don't
			  forget to add "hockey", and/or any
			  other sports that you know your
			  students like, to the list.)

4-7 Reading Pictographs and Bar Graphs (1 day)	Read and interpret a pictograph and a bar graph.	D.RE.03.01 D.RE.03.02 D.RE.03.03	**Vocabulary**: pictograph, key, bar graph, scale Spiral Review/Test Prep Delete 3 A pictograph with triangles
4-8 Writing to Compare (1-2 days)	Write comparison statements using data from graphs.	D.RE.03.03	Spiral Review/Test Prep Delete none-DO ALL Which profession do you admire most?
4-9 Graphing Ordered Pairs (1-2 days)	Locate and graph ordered pairs on a coordinate grid.	Review of previous Michigan GLCEs (G.LO.02.07)	**Vocabulary**: coordinate grid, ordered pair, plot Spiral Review/Test Prep Delete 2, 3 Whose point did I locate?
Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete 8
Section C: Making Graphs			
4-15 Blizzard of 1888 (Optional Extension)	*Review and apply key concepts, skills, and strategies learned in Chapters 1-4.*	*N.MR.03.15* *M.PS.03.12*	*Spiral Review/Test Prep Delete 1, 2* *Elapsed time* *Adding hours to make days* *Is an estimate enough?*
Section Assessment			Section C Diagnostic Checkpoint – Delete- 2, 3, 4

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Reteaching / Enrichment			
Chapter 4 Test			

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Chapter 5 Multiplication Concepts and Facts January			
Lesson	Objective	GLCE	Comment
Section A: Meanings of Multiplication			Note: N.FL.03.11 says to find products fluently up to 10 x 10. Be aware that fluency is different than automaticity. Fluency is having an immediate strategy to find the correct answer. Automaticity is immediately having the answer. These children are just beginning to internalize what it means to multiply and need to spend plenty of time to become fluent (having working strategies). Please don't expect automaticity within the next few weeks. As your students build and practice a working toolbox of strategies, they will naturally start to become automatic, but without fluency, automaticity is almost impossible for most students.
5-1 Multiplication as Repeated Addition *(1 day)*	Write multiplication number sentences for given situations, using the X symbol.	N.MR.03.10	**Vocabulary**: multiply, factor, product Spiral Review/Test Prep Delete 4, 5 Groups of counters
5-2 Arrays and Multiplication *(1-3 days)*	Write multiplication sentences for arrays, and use arrays to find multiplication facts.	Review of previous Michigan GLCEs (N.MR.02.14)	**Vocabulary**: array, Commutative (order) Property, of Multiplication Spiral Review/Test Prep Delete none- DO ALL Colorful arrays (Note: This is really the area model of multiplication.) Array poster The last rectangle - OAISD
5-3 Writing Multiplication Stories *(1-3 days)*	Write stories for multiplication facts.	N.MR.03.10	Spiral Review/Test Prep Delete none-DO ALL Each house has… Different stories
Section Assessment Reteaching / Enrichment			Section A Diagnostic Checkpoint – Delete none-DO ALL

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Section B: Fact Strategies: 0, 1, 2, 5, 9 and 10			
5-5 2 as a Factor *(1 day)*	Find products of one-digit numbers times 2.	N.MR.03.05 N.FL.03.11 N.MR.03.15	**Vocabulary**: multiple, even number Spiral Review/Test Prep Delete none-DO ALL Two groups or Groups of 2 3 x 2 = 6 or 2 x 3 = 6
5-6 5 as a Factor *(1 day)*	Find products of one-digit numbers times 5.	N.FL.03.11 N.MR.03.15	Spiral Review/Test Prep Delete 3 Groups of 5 or five groups Hands up
5-7 10 as a Factor *(1 day)*	Find products of numbers from 1 to 10 times 10.	N.FL.03.11	Spiral Review/Test Prep Delete 4, 5, 6 Multiples of 10 Groups of 10
5-9 Multiplying with 0 and 1 *(1 day)*	Give products with factors of 0 and 1.	N.FL.03.11	**Vocabulary**: identity (one) Property of Multiplication, Zero Property of Multiplication Spiral Review/Test Prep Delete none- DO ALL Cars and people (Put this information in a two column table with the headings, "Cars" and "People in each car". One row
5-10 9 as a Factor *(1 day)*	Find products with 9 as a factor. *Note: Do not use book with tricks. Use a* *different page to practice with nines.*	N.FL.03.11 N.MR.03.15	Spiral Review/Test Prep Delete none-DO ALL Rows with 10, rows with 9 Note: This is a great strategy…multiply by 10 and subtract a group.) It makes much more sense to children because it can be modeled with base 10 blocks and pictures on grid paper and is not just an abstract rule. Therefore, be careful...give this time to work before having students look for patterns found in "Patterns with 9" and "Sentence Completion".
5-11 Practicing Multiplication Facts *(1-2 days)*	Give products with factors of 0, 1, 2, 5, 9, and 10.	N.FL.03.11	Spiral Review/Test Prep Delete 4, 5 Cover the product Describe your strategy
5-12 Bicycles *(Optional Extension)*	Review and apply key concepts, skills, and strategies learned in Chapters 1-5.	N.MR.03.15	Spiral Review/Test Prep Delete 3 Multiplication fact strategies

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		M.PS.03.12	Multiplication spin Multiplication hopscotch (This is a great strategy for all students, not just for students with special needs!)
Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete10
Chapter 5 Test			

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Chapter 6 More Multiplication Facts January/February			
Lesson	**Objective**	**GLCE**	**Comments**
Section A: Fact Strategies: Use Known Facts			
6-1 3 as a Factor *(1 day)*	Use known facts to find products involving factors of 3.	N.FL.03.11 N.MR.03.15	Spiral Review/Test Prep Delete none-DO ALL Buzz for 3 3 rows of pennies Multiplication stories
6-2 4 as a Factor *(1 day)*	Use known facts to find products involving factors of 4.	N.FL.03.11 N.MR.03.15	Spiral Review/Test Prep Delete 5 Double up Double two groups
6-3 6 and 7 as Factors *(1 day)*	Use known facts to find products involving factors of 6 and 7.	N.Fl.3.11 N.MR.03.15	Spiral Review/Test Prep Delete 4 Note: Multiply 5 and add one more is a great strategy for multiplying by 6. A similar strategy can be used for multiplying by 7. This is also very similar to the strategy for multiplying by 9. Two-tone rectangles Sentence completion Construction paper cover up
6-4 8 as a Factor *(1 day)*	Use known facts to find products involving factors of 8.	N.FL.03.11 N.MR.03.15	**Vocabulary**: square number Spiral Review/Test Prep Delete 2 Double four groups Squaring it up
6-5 Practicing Multiplication Facts *(1-2 days)*	Memorize multiplication facts.	N.FL.03.11 N.MR.03.15	**Vocabulary**: Commutative Property of Multiplication Spiral Review/Test Prep Delete 5 Select a strategy Practicing with arrays If you didn't know - OAISD
Section Assessment Reteaching / Enrichment			Section A Diagnostic Checkpoint – Delete none-DO ALL

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Section B: Using Multiplication			
6-7 Using Multiplication to Compare *(1 day)*	Use multiplication and a comparison to find the size of a group.	N/MR.03.10 N.FL.03.11 N.MR.03.15	**Vocabulary**: twice Spiral Review/Test Prep Delete 4 Writing to compare (Drawing "unit bars" is a great strategy for all learners to represent a contextual situation.)
6-8 Patterns on a Table *(1 day)*	Recognize patterns on a multiplication fact table.	N.MR.03.04 N.FL.03.11	Spiral Review/Test Prep Delete none-DO ALL Patterns on a table Interpreting a facts table
6-11 Choose an Operation *(1-2 days)*	Use multiplication facts, along with addition and subtraction, to solve problems.	N.MR.03.10 N.MR.03.15	Spiral Review/Test Prep Delete 5 The field trip What's in a picture
6-12 Sandworms *(Optional Extension)*	Review and apply key concepts, skills, and strategies learned in Chapters 1-6.	N.MR.03.15	Spiral Review/Test Prep Delete 2, 5 Finding products (Great exploration to build number sense for multiplication!) Extra or missing information Multiplying legs
Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete 9, 10, 11, 12, 13
Chapter 6 Test			

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Chapter 7 Division Concepts and Facts February			
Lesson	Objective	GLCE	Comments
Section A: Meanings of Division			
7-1 Division as Sharing *(1-3 days)*	Write division number sentences for situations involving sharing.	N.MR.03.10	**Vocabulary**: divide, division Spiral Review/Test Prep Delete 4 Twelve counters Draw conclustions Sweet sixteen
7-2 Division as Repeated Subtraction *(1-2 days)*	Use repeated subtraction to find answers. *Note: Division is repeated subtraction just as multiplication is repeated addition. Since children add more efficiently than subtract, they can use skip counting to find the answer to a division problem. For example, to find 12 ÷ 3, decide how many times 3 adds to itself to equal 12. "3, 6, 9, 12" gives us an answer of 4. This also helps to lay the foundation of long division, since long division uses the method of repeated subtraction to find the answer.*	N.MR.03.10	Spiral Review/Test Prep Delete 4 Sit-down groups What does 12 ÷ 3 mean?
7-3 Writing Division Stories *(1-2 days)*	Write and solve number stories involving division.	N.MR.03.10	Spiral Review/Test Prep Delete 3, 5 What did I see? (I would caution about using the variable "n". Instead, write, the number of birds in each group = 8 ÷ 2.
Section Assessment Reteaching / Enrichment			Section A Diagnostic Checkpoint – Delete 5
Section B: Fact Strategies			
7-5 Relating Multiplication and Division *(1 day)*	Give all the facts in a multiplication/division fact family.	N.MR.03.09	**Vocabulary**: array, fact family, factor, product, dividend, divisor, quotient Spiral Review/Test Prep Delete 2, 5 Visualize a family of facts Related facts *Note: It is really important that students can visualize multiplication and division*

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			using the area model and grid paper. This deepens the connection that the product is the area of the rectangle and the quotient is the unknown side.
7-6 Dividing with 2 and 5 *(1 day)*	Give quotients for division facts with divisors of 2 or 5.	N.MR.03.11 N.MR.03.15	Spiral Review/Test Prep Delete 3, 6 Choices Skip count
7-7 Dividing with 3 and 4 *(1 day)*	Give quotients for division facts with divisors of 3 or 4.	N.MR.03.11 N.MR.03.15	Spiral Review/Test Prep Delete 1 Listen and draw Dividend, division, and quotient
7-8 Dividing with 6 and 7 *(1 day)*	Give quotients for division facts with divisors of 6 or 7.	N.MR.03.11 N.MR.03.15	Spiral Review/Test Prep Delete 2 Rows of dots Arrays for dividing with 6. Guess my number
7-9 Dividing with 8 and 9 *(1 day)*	Give quotients for division facts with divisors of 8 or 9.	N.MR.03.11 N.MR.03.15	Spiral Review/Test Prep Delete none-DO ALL Dividend, divisor, or quotient? Problem models
Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete none-DO ALL
Section C: Using Division Facts			
7-10 Dividing with 0 and 1 *(1 day)*	Use patterns and related multiplication and division facts to find answers to division facts with 0 and 1.	N.MR.03.11 N.MR.03.15	Spiral Review/Test Prep Delete none- DO ALL Division patterns for 0 and 1
7-11 Remainders *(1-2 days)*	Find remainders for simple division problems.	N.MR.03.14	**Vocabulary:** Remainder Spiral Review/Test Prep Delete none-DO ALL Extra counters Dividing pennies
7-13 Translating Words to Expressions *(1 day)*	Write number expressions for phrases.	N.MR.03.10	**Vocabulary:** Numerical "expression" Spiral Review/Test Prep Delete none-DO ALL Dots, phrases, and numerical expressions Words, actions, and expressions

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7-14 Tunnels (Optional Extension)	*Review and apply key concepts, skills, and strategies learned in this and previous chapters.*	N.MR.03.15 M.PS.03.12	*Spiral Review/Test Prep Delete none-DO ALL* *Finding Products (Shouldn't this be called "finding quotients"?)* *Note: You can turn around the "repeated subtraction" strategy and "count up" by the divisor to see how many times it goes into the dividend.*
Section Assessment Reteaching / Enrichment			Section C Diagnostic Checkpoint – Delete none- DO ALL
Chapter 7 Test			

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Chapter 8 Geometry and Measurement March			
Lesson	Objective	GLCE	Comments
Section A: Solids			
8-1 Solid Figures (1-2 days)	Identify space figures (solids) by name, identify their similarities and differences, and draw logical conclusions about geometric relationships.	G.GS.03.06	**Vocabulary**: solid figure, sphere, cube, rectangular prism, pyramid, cone, cylinder Spiral Review/Test Prep Delete 5, 6 Exploring solid figures
8-2 Relating Solids and Shapes (1-2 days) 8-3 Act it Out	Classify space figures, and identify the faces, edges, and corners of certain space figures.	G.GS.03.06	**Vocabulary**: face, edge, corner vertex, vertices Spiral Review/Test Prep Delete 6 Parts of solid figures
Section Assessment Reteaching / Enrichment			Section A Diagnostic Checkpoint – Delete none- DO ALL
Section B: Shapes			
8-4 Lines and Line Segments (1-2 days) 8-5 Angles (quick introduction)	Identify points, lines, line segments, rays, parallel lines, and intersecting lines.	G.GS.03.01 G.GS.03.02	**Vocabulary**: point, line, line segment, ray, intersecting lines, parallel lines Spiral Review/Test Prep Delete 6 Examples of lines and line segments Yarn lines
8-6 Polygons (1-2 days)	Identify and classify polygons.	G.GS.03.04	**Vocabulary**: polygon, side, triangle, quadrilateral, pentagon, hexagon, octagon Spiral Review/Test Prep Delete 2, 5 Exploring Polygons Word part clues Polygon sort
8-8 Quadrilaterals (1-2 days)	Identify quadrilaterals that are squares, rectangles, parallelograms, rhombi, and trapezoids.	G.GS.03.04	**Vocabulary**: rectangle, square, parallelogram, rhombus, trapezoid Spiral Review/Test Prep Delete 2, 5 Exploring Quadrilaterals Quadrilateral riddles **Additional Vocabulary**: congruence, symmetry (refer to 8-9, 8-10)

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Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete 8, 9,12, 13
Test?			
Section C: Perimeter, Area and Volume			
8-11 Perimeter *(1-2 days)* *tested chapter 9*	Find the perimeter of polygons using non-standard and standard units of length, and estimate the perimeter (circumference) of a circle using non-standard units.	M.UN.03.05 M.TE.03.09 M.PS.03.13	**Vocabulary**: perimeter Spiral Review/Test Prep Delete entire spiral Perimeters of polygons Perimeter on a geoboard Perimeter patterns
8-12 Area *(1-2 days)* *tested chapter 9*	Estimate or find the areas of figures in square units.	M.UN.0-3.05 M.UN.03.06 M.UN.03.07 M.UN.03.08 M.UN.03.09 M.PS.03.13	**Vocabulary**: square unit, area Spiral Review/Test Prep Delete 3, 5 Square units Perimeter/area poster Geoboard area
8-14 Writing to Describe *(1-2 days)*	Describe similarities in geometric figures.	G.GS.03.04 G.GS.03.06	Spiral Review/Test Prep Delete 2, 3 Listing comparisons Solid figure riddles Frayer Models – OAISD (Do one shape as a class to demonstrate how to complete a frayer model. Then, separate the class in groups and assign each group a different shape to complete a Frayer model. Then, have each group post their cards on the wall and give a brief report on their shape.)
Section Assessment Reteaching / Enrichment			Section C Diagnostic Checkpoint – Delete 4
Chapter 8 Test			

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Chapter 9 Fractions and Measurement April			
Lesson	**Objective**	**GLCE**	**Comments**
Section A: Fraction Concepts			
9-1 Equal Parts of a Whole *(1 day)*	Identify regions that have been divided into equal-sized parts, and divide regions into equal-sized parts.	N.ME.03.16	Spiral Review/Test Prep Delete 2, 4, 5 Equal parts on a geoboard Folding paper to make equal parts Naming equal parts
9-2 Naming Fractional Parts *(1 day)*	Identify and draw fractional parts of regions.	N.ME.03.16	**Vocabulary**: fraction, numerator, denominator Spiral Review/Test Prep Delete none-DO ALL Naming equal parts of rectangles Using fraction terms
9-3 Equivalent Fractions *(1-2 days)*	Find equivalent fractions using models such as a fraction strips.	N.ME.03.17	**Vocabulary**: equivalent fractions Spiral Review/Test Prep Delete Folding fractions What fraction and I?Naming equivalent fractions
9-4 Comparing and Ordering Fractions *(1-2 days)*	Compare and order fractions.	N.ME.03.18	**Vocabulary**: unit fractions Spiral Review/Test Prep Delete 4, 6 Using circle models to compare fractions Comparing Fractions Summarizing comparison rules Line up
9-5 Estimating Fractional Amounts *(1 day)*	Estimate fractional parts of regions.	Enrichment skill	Spiral Review/Test Prep Delete none-DO ALL Note: This is a great exploration to help students build fractional number sense. Using fraction strips to estimate fractional Parts
9-6 Fractions on the Number Line *(1-2 days)*	Identify and locate fractions on a number line.	N.ME.03.18	Spiral Review/Test Prep Delete none-DO ALL Writing fractions on a number line Number lines
Section Assessment			Section A Diagnostic Checkpoint – Delete

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Reteaching / Enrichment			none-DO ALL
Section B: Extending Fraction Concepts			
9-9 Adding and Subtracting Fractions *(1-2 days)*	Add and subtract fractions with like denominators.	N.MR.03.20	Spiral Review/Test Prep Delete 7 Using circle models to add and subtract fractions Using polygons to add fractions Using a number line to add and subtract
Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete 1, 2, 5, 6
Test?			
Section C: Customary Linear Measurement			***Note: Should Chapter 9 Section C be taken out of chapter 9 and combined with chapter 10?***
9-12 Length *(1 day)* Teach 8-11 & 8-12 *(Perimeter & area)*	Measure length using objects and using inches.	M.UN.03.01	**Vocabulary**: inch (in.) Spiral Review/Test Prep Delete 3 Estimating and measuring to the nearest Inch Measuring to the nearest inch Using a 1-inch-grid ruler
9-13 Measuring to the Nearest 1/2 Inch and 1/4 Inch *(1-2 days)*	Measure lengths to the nearest 1/2 inch and to the nearest 1/4 inch. [stack fractions]	M.UN.03.01	Spiral Review/Test Prep Delete7 Reading the ½ inch and ¼ inch marks on a ruler Exploring accuracy Writing fractions on a ruler
9-14 Length in Feet and Inches *(1-2 days)*	Estimate and measure lengths in feet and inches, and change measures given in feet to inches.	M.UN.03.02 M.UN.03.03	**Vocabulary**: foot (ft) Spiral Review/Test Prep Delete none-DO ALL Changing feet and inches to inches From feet to inches
9-16 Extra or Missing Information *(1 day)*	Solve problems involving too much information by using only the information needed, and decide when there is not enough information to solve a problem.	M.PS.03.12	Spiral Review/Test Prep Delete 5 Extra or missing information What did you say?
Section Assessment Reteaching /			Section C Diagnostic Checkpoint – Delete none-DO ALL

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Enrichment			
Chapter 9 Test			

Chapter 10 Decimals and Measurement May			
Lesson	Objective	GLCE	Comments
Section B: Metric Linear Measurement			
10-6 Centimeters and Decimeters *(1-2 days)*	Estimate and measure lengths in centimeters and decimeters.	M.UN.03.01 M.UN.03.03	**Vocabulary**: centimeter (cm), decimeter (dm) Spiral Review/Test Prep Delete 1, 5 Modeling and measuring centimeters and decimeters My personal benchmarks Measuring to the nearest centimeter Centimeter grid rulers
10-7 Meters and Kilometers *(1-2 days)*	Estimate and measure lengths in meters, choose the best unit of metric measurement, and use patterns to change between units.	M.UN.03.01 M.UN.03.03	**Vocabulary**: meter (m), kilometer (km) Spiral Review/Test Prep Delete 4 How long are a meter and a kilometer? Treasure Measure Choosing an appropriate metric unit
10-9 Beavers *(Optional Extension)*	*Review and apply key concepts, skills, and strategies learned in this and previous chapters.*	N.MR.03.15 M.PS.03.12	*Spiral Review/Test Prep Delete none-DO ALL* *Extra information* *Picture this* *Animal graphs*
Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete 5
Chapter 10 Test	Delete items-1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27		

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Chapter 11 Multiplying and Dividing Greater Numbers			If time allows
Lesson	Objective	GLCE	Comments
Section A: Multiplication and Division Number Sense			
11-1 Mental Math: Multiplication Patterns *(1-2 days)*	Use mental math to multiply by multiples of 10, 100 and 1,000. *Note: Use paper and pencil to record thoughts and actions.*	N.FL.03.13	**Vocabulary**: product Spiral Review/Test Prep Delete4, 5 Multiply in place Break it up Place-value patterns
11-3 Mental Math: Division Patterns *(1-2 days)*	Use mental math to divide multiples of 10 and 100. *Note: Use paper and pencil to record thoughts and actions.*	N.FL.03.13	**Vocabulary**: quotient, dividend, divisor Spiral Review/Test Prep Delete 4, 5 Same fact, different place Mark the parts Here is an example Division stories
11-4 Estimating Quotients (Optional Extension)	*Estimate quotients using basic division facts.* ***Note:*** *This exploration does a nice job building multiplication and division number sense.*	*Enrichment skill*	*Spiral Review/Test Prep Delete 6, 7* *Between the facts* *Close count*
Section Assessment Reteaching / Enrichment			Section A Diagnostic Checkpoint – Delete 7, 8, 9, 10, 11, 12
Section C: Dividing by One-Digit Numbers			
11-15 Interpreting Remainders *(1-2 days)*	Decide how to use the quotient and remainder to answer the question in a division problem.	N.MR.03.14	Spiral Review/Test Prep Delete 3, 6 Using models to interpret remainders Inertpreting remainders Same numbers, different meanings
11-16 Steam Trains (Optional Extension)	*Review and apply key concepts, skills, and strategies learned in this and previous chapters.*	*N.MR.03.15* *M.PS.03.12*	*Spiral Review/Test Prep Delete 1, 2* *Find the hidden questions* *Questions about key facts* ***Note:*** *You may want your students to use calculators for this lesson because some of the problems require*

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			multiplying 2-digit numbers, which we skipped in this chapter.
Section Assessment Reteaching / Enrichment			Section C Diagnostic Checkpoint – Delete 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Chapter 11 Test			

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Chapter 12 Measurement and Probability May			
Lesson	**Objective**	**GLCE**	**Comments**
Section A: Capacity, Weight and Temperature			
12-1 Customary Units of Capacity *(1-2 days)*	Measure in cups, pints, quarts, and gallons; change among units; and choose the better estimate for a given amount.	M.UN.03.03	**Vocabulary**: capacity, cup (c), pint (p), quart (qt), gallon (gal) Spiral Review/Test Prep Delete 3 Gallon man – OAISD (2 versions) Container match-up Making vocabulary charts
12-2 Milliliters and Liters *(1-2 days)*	Measure in milliliters and liters, change between units, and choose the better estimate for a given amount.	M.UN.03.03	**Vocabulary**: milliliter (mL), liter (L) Spiral Review/Test Prep Delete 2 Picture hunt Choosing the better estimate
12-4 Customary Units of Weight *(1-2 days)*	Estimate and measure weights in pounds, change between pounds and ounces, and choose the better estimate for a given weight.	M.UN.03.01 M.UN.03.03	**Vocabulary**: pound (lb), ounce (oz) Spiral Review/Test Prep Delete none-DO ALL Benchmark weights Writing word problems
12-5 Grams and Kilograms *(1-2 days)*	Estimate and measure to find how heavy an object is in metric units, choose the better estimate, and change grams to kilograms and vice versa.	M.UN.03.01 M.UN.03.03	**Vocabulary**: gram (g), kilogram (kg) Spiral Review/Test Prep Delete 6 Measuring in grams and kilograms How heavy?
12-6 Temperature *(1-2 days)*	Read temperatures above and below zero on Fahrenheit and Celsius thermometers, and determine appropriate temperatures for given activities.	M.UN.03.04	**Vocabulary**: thermometer, degrees Fahrenheit (°F), degrees Celsius (°C) Spiral Review/Test Prep Delete none-DO ALL Reading temperatures What's the temperature? Reading a thermometer
Section Assessment Reteaching / Enrichment			Section A Diagnostic Checkpoint – Delete none-DO ALL

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Section B: Probability			**Note:** Lesson 12-7 and 12-8 are 6th grade expectations and by eliminating them from the curriculum map may allow teachers to feel less pressure to do these. Also, fourth grade removed all probability from their curriculum maps in 2005.
Section Assessment Reteaching / Enrichment			Section B Diagnostic Checkpoint – Delete 4, 5, 6, 7
Chapter 12 Test			