## MATH EXPRESSIONS CCSS GRADE 3- UNIT 2

## Goals:

- Hardest facts in unit 2 are introduced
- Start with count bys, diagrams to give multiplication meaning and connect symbols with words and equations.
- Then patterns, rules, strategies to help make the learning easier.
- Important to relate mult and div and learn them at the same time so it can reinforce each other.
- Patterns and strategies - mastering this material and fluency is time consuming because there are no general strategies
- MUST look for patterns and strategies dependent upon specific numbers
- EXTRA TIME AND SUPPORT must be provided - if needed.
- Fluency Lessons - used to reinforce facts learned and give more time to students who need to study a fact or review a strategy.
- Independent activities - for those students that do not need extra teaching or practice (this would follow a check sheet that indicates the facts learned
- Go Ahead: Student pairs - after complete check sheet move to the next fact
- Go for Speed: Student pairs - Complete a check sheet and use the answer strip to correct
- Invent a Game: Or play Solve the Stack or High Card Wins (Unit 1, lesson 13)
- Write word problems, invent songs/rhymes/create posters
- Coach: If student achieved fluency they can help others
- 7s and 8's - Strategies - Distributive Property - using area is foundation for grade 3
- Start with a known count by and then count on (used in kinder and grade 1)
- Using a known multiplication and doubling
- Try to use doubling- know doubling 3 s , so $6 \times 6$ is $6 \times 3$ twice $=18$ so $18+18=36$
- Combining two known multiplications
- If cannot recall a fact, think about 2 multiplications they do know and add them together
- Drawings to combine two know multiplications - equal shares or area model
- Starting with a known count-by and adding on or subtracting from
- Know $5 \times 6=30$, add 6 to get 36 , so $6 \times 6=36$
- Patterns - count bys, doubling of facts know makes proficiency easier- patterns help to understand an example or concept that might be difficult or new.
- Place value and properties: use properties to rearrange factors when mult. By 10
- Word problems: important to interpret the problem, represent it, solve, then check
- Drawings are conceptual, equations are symbolic - using both together help explain each other
- Variables: this starts the step to formal algebraic language by using a letter for the unknown quantity in expressions or equations for 1 and 2 step problems and use the order of operations - use all symbols


## Second Grade skills...

Mastered all add/sub within 20 Fluent in finding sums of 2-digit numbers
Solves simple two step addition problems

Third Grade...
Fluency means a mixture of knowing some answers from knowing other answers, knowing some answers from patterns, knowing some answers from the use of strategies.

We want all kids to learn all basic mult and div facts but it may be a struggle for some kids. Many kids get there at different times and ways.

Lesson 14 - start the basic facts check for all facts

All of the mult/div materials are ways to get in the fluency practice throughout the entire day for a total of 10 minutes. - The organized practice is key. Becoming fluent for each number, then more numbers then mixed numbers together - Organized practice focuses on understood facts but not yet fluent with speed

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It is recommended to try to practice a daily time routine. If your students are fluent at telling time, you might eliminate the time routine and instead have students write the TIME at the top of their paper, next to their name. This could be done during any subject, or when entering or leaving the room. Daily practice telling the time is critical.
Time
(Use with Unit 5 Lessons 3-10.)

Materials: Time Poster and dry erase markers, pointer, Paper Clocks from Unit 5 Lesson 2

This routine reinforces time concepts and should be used every day in Unit 5, starting with Lesson 3. This routine is intended to achieve the following goals; tell time to 5 minutes, show time on an analog clock, write the time on a digital clock, and link daily activities to times of the day.

Five Student Leaders lead this routine.

## Model Time

Write $5,10,15$, and so on around the outside of the clock on the Time Poster as shown. The class says the minute numbers as Student Leader 1 points to them.


Student Leader 2 draws hands to show a time to 5 minutes (for example, 4;45) on the Time Poster.


## Teaching Note

When the Student Leader has positioned the hour and minute hands on the clock, look to see if the hour hand seems close to the correct position. For example, if the time is between $4: 00$ and $4: 30$, the hour hand should be less than halfway between 4 and 5 and if the time is between $4: 30$ and $5: 00$, the hour hand should be more than halfway between 4 and 5 . If this is not the case, help the Student leader to adjust the hour hand.

- Has the minute hand moved more or less than halfway around the clock? more

Move the hour hand so that it is more than halfway between 4 and 5 .

Then, Student Leader 3 gives a signal and the class will all together say the time shown on the clock.

Now, Student Leader 4 writes a digital time to 5 minutes. The children show the time by moving the two hands on their clocks. Once Student Leader 5 gives a signal, the children show their clocks.


## A.M. and P.M

Student Leader 5 then asks one or two classmates what they were doing at that time, for example, "What were you doing at $2: 25$ A.M. 2 Were you asleep?"

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| Grade 3 <br> Pacing at a Glance |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Unit | 1 day for each Lessons <br> Some special cases where lessons take more than one day are accounted for and are shown in the detailed pacing guide | 1 day to reteach any concepts/strategies from the quiz | 1 test per unit 2-3 days for mastery | Instructional Days <br> (Including Mastery Learning Loop) |
| 1 | 19 | $\begin{gathered} 4 \text { days } \\ \text { (4 quizzes) } \end{gathered}$ | 2-3 | 25-26 |
| 2 | 15 | 2 days <br> (2 quizzes) | 2-3 | 19-20 |
| 3 | 15 | 3 | 2-3 | 20-21 |
| 4 | 18 | 3 | 2-3 | 23-24 |
| 5 | 11 | 2 | 2-3 | 15-16 |
| 6 | 11 | 2 | 2-3 | 15-16 |
| 7 | 9 | 2 | 2-3 | 13-14 |
|  |  |  |  |  |
| Total | 98 | 18 | 14-21 | 130-137 |

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| GRADE 3 <br> Math Rtl for Unit 1\&2 (addition subtraction)- 2.OA Grade 2 CCSS MX Teacher Edition |  |
| :---: | :---: |
| Add numbers within 20 <br> 2.OA.2a <br> Need this before Unit 1\&2 | Unit 1 Lesson 3 Activity 1\&2 Unit 1 Lesson 4 Activity 1 |
| Addition and Subtraction Need this before Unit 1\&2 | Unit 1 Lesson 2 Math Mountain Cards (within 10) Unit 1 Lesson 5 Activity 2 Blue Math Mountain Cards (within 20) Unit 1 Lesson 7 Activity 1 Doubles |
| Subtract numbers within 20 <br> 2.OA.2b <br> Need this before Unit 1\&2 | Unit 1 Lesson 1 Activity 1 |

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## Unit 2

Are you using math sense making about math structure using math drawings to support math explaining?
Big Idea 1: The Remaining Multiplications

| Lesson | Quick Practice | Materials | Common Core Standard/Practice | Words To Use |
| :---: | :---: | :---: | :---: | :---: |
| 2.1 | Repeated Quick Practice 3s Multiplications in Order Mixed 3s Multiplications Mixed 3s Divisions | SAB: 89-92 <br> SHC: 89-92 \& AB: 69-70 <br> (family Letter included) <br> HR: 97-98 | MP: 1,2,3,5,6,7 CC.3.OA.4, CC.3.OA.5, CC.3.OA.7, CC.3.OA. 9 |  |
| Lesson Focus | Explore patterns in 6s count-bys multiplications, and divisions, and solve multiplication problems. |  |  |  |
| Formative Assessment | Ask students to describe a strategy they can use to find a 6 s multiplication they don't know. Students may describe starting with $5 \times 6$ and counting on or adding on to the fact before, doubling a 3 s multiplication, or combining two multiplications they know. |  |  |  |
| I CAN... <br> Learning <br> Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Explore patterns in 6 s count-bys, multiplications, and divisions. <br> A2: Discuss strategies for finding $6 \times 6,6 \times 7$, and $6 \times 8$. |  |  |  |
| Notes | Read 173BB-FF, 173HH-II Activity 1-gets all kids to tell what they know PATTERNS- pay close attention MAKE sure kids understand that division IS NOT commutative When one number is a count-by of a second number the first number is divisible by the second ( $2,4,6,8$ are all divisible by 2 ). Kids need to know when a number is divisible by another. Rules for a whole number is divisible by: 2 if its one digit is even, 3 if the sum of its digits is divisible by 3,4 if the number formed by the tens digit and the ones digit is divisible by 4,5 if its ones digit si 0 or 5,8 if the number formed by its hundreds, tens, and ones digit is divisible by 8 , 9 if the sum of its digits is divisible by 9,10 if its ones digit is 0 ... During this activity you will discover that every 6 s count-by is an even number and is also a 3s count by - which is another divisibility rule, a whole number is divisible by 6 if it is divisible by 2 and 3 - make a tens number is a useful strategy for students because they know how to do this since kinder (TE179) |  |  |  |

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| 2.2 | Repeated Quick Practice 6s Multiplications in Order Mixed 6s Multiplications Mixed 6s Divisions | SAB: 93-98 <br> SHC: 93-98 \& AB: 71-72 <br> (includes fluency sheets) <br> HR: 99-102 (could be included in student portfolio) | MP: 2,3,4,5,6 CC.3.OA.1, CC.3 CC.3.OA.4, CC.3 CC.3.MD.5a, CC CC.3.MD.7b | A.2, CC.3.OA.3, A.6, CC.3.OA.7, MD.5b, CC.3.MD.7a, | Length, width, area, Fast Area Drawing |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Lesson <br> Focus | Develop strategies for solving real-world area problems. |  |  |  |  |
| Formative Assessment | Ask students to describe two ways to find the area of a rectangle. Students should describe tiling the rectangle with square units or multiplying the length and width as ways to find the area of a rectangle. |  |  |  |  |
| I CAN... <br> Learning <br> Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Practice 6s count-bys, multiplications, and divisions. <br> A2: Solve Unknown Number puzzles. <br> A3: Find the area of a rectangle by tiling and solve area word problems. |  |  |  |  |
| Notes | Read 173BB-FF, 173JJ Puzzles - Looking for the relationship of the factors and how they meet to form a product. Use counters if this is difficult - and continue to make more equal groups until they reach the larger number. Finding unknown factors will expand students understanding of relationships between multiplication and division. Make sure you mathematize the word problems - take out the "story words" and replace with math labels. |  |  |  |  |
| 2.3 | Repeated Quick Practice 6s Multiplications in Order Mixed 6s Multiplications Mixed 6s Divisions | SAB: 99-102 <br> SHC: 99-102 \& AB: 73-74 <br> (includes fluency sheets) <br> HR: 103-106 | 2,3,5,6,7 <br> 3.OA.4, C.3.OA.6, OA.7, CC.3.OA. 9 | Fast-Array Drawing |  |
| Lesson Focus | Explore patterns in 8 s count bys, multiplications, and divisions, and solve multiplication problems. |  |  |  |  |
| Formative Assessment | Ask students to describe a strategy they could use to find $9 \times 8$ if they do not recall it. Students should describe starting with 5 $x 8$ and then counting by 8 s from 40 , combining two facts they know, doubling a 4 s multiplication, adding on to the fact behind, subtracting from the fact ahead or using the Commutative Property of Multiplication to check if they know $\mathbf{8 \times 9} 9$. |  |  |  |  |

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| I CAN... <br> Learning <br> Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Practice 6s count-bys, and divisions. <br> A2: Explore patterns in 8 s count-bys, multiplications, and divisions. <br> A3: Discuss strategies for finding 8 s multiplications and divisions. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Notes | Read 173BB-FF, 173HH-JJ Patterns in 8 s - in general for any whole number $\mathrm{N}: \mathrm{N} \times 8=\mathrm{N}$ tens $-(2 \times \mathrm{N})$ ones (TE 195) Important to let kids see many different drawings to get to the answer, Make a ten strategy is great! $56+8=56$ plus 4 to get to 60 and then add 4 more to make 64. - it might sound like a lot of words but it is very powerful! |  |  |  |  |
| 2.4 | Repeated Quick Practice 8s Multiplications in Order Mixed 8s Multiplications Mixed 8s Divisions | $\begin{aligned} & \text { SAB: 103-106 } \\ & \text { SHC: 103-106 \& AB: 75-76 } \\ & \text { HR: 107-108 } \end{aligned}$ |  | 1,3,5,6 <br> OA.1, CC.3.OA.2, <br> OA.3, CC.3.OA.4, OA.6, CC.3.OA. 7 | Array prob problem |
| Lesson Focus | Write multiplication and division word problmes of various types. |  |  |  |  |
| Formative Assessment | Ask students to describe how they know multiplication is the operation to use to solve a problem. Students should describe that when the problem involves finding the total of equal groups, columns, rows, or area, you multiply. |  |  |  |  |
| I CAN... <br> Learning <br> Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Practice count-bys, multiplications, and divisions. <br> A2: Solve word problems, identify types of word problems, and write word problems. |  |  |  |  |
| Notes | Read 173BB-FF, 173JJ Make sure kids are understanding the difference between signs $+/ x$ and introduce new signs if they are only using the $x$ for multiplication - it could confuse them with the variable $x$. If kids struggle with writing word problems, have them write the math words first, then add in the story parts... |  |  |  |  |
| 2.5 | Repeated Quick Practice 8s Multiplications in Order Mixed 8s Multiplications Mixed 8s Divisions | SAB: 107-108 <br> SHC: 107-108 <br> HR: 109-112 (could be inclu in student portfolio) |  | MP: 2,3,5,6,7 CC.3.OA.4, CC.3.O CC.3.OA. 9 | C.3.OA.7, |
| Lesson Focus | Explore patterns in 7s count-bys, multiplications, and divisions and solve word problems. |  |  |  |  |

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| Formative Assessment | Ask students to describe how to find the answer to $42 \div 7$. Students should describe using a related Fast Array or related multiplication $\qquad$ x 7 = 42, $\qquad$ $=6$ ). |  |  |
| :---: | :---: | :---: | :---: |
| I CAN... <br> Learning <br> Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Practice count-bys, multiplications, and divisions. <br> A2: Explore patterns in 7s count-bys, multiplications, and divisions. <br> A3: Find the unknown numbers in Fast Array drawings. |  |  |
| Notes | Read 173BB-FF 5s Short cut needs to be practiced a lot until they understand how to count on from the 5 multiplication problem before they use it $7 \times 7=7 \times 5$ (hold up 5 ) $=35$ then count on 7 more to 42 and 7 more to 49 . Again Make a ten strategy is helpful with 7s |  |  |
| 2.6 | 5s Shortcut SAB: 109-112 <br>  SHC: 109-112 \& AB: 77-78 <br>  (includes fluency sheets) <br>  HR: 113-116 | $\begin{aligned} & \text { MP: 2,3,4,5,6 } \\ & \text { CC.3.OA.3, CC.3.OA.6, } \\ & \text { CC.3.MD.7b } \end{aligned}$ | Square number |
| Lesson Focus | Understand what a square number is and describe square number patterns in the multiplication table. |  |  |
| Formative Assessment | Ask students to give an example of a square number and tell why it is a square number. For example, 16 is a square number because it has two factors that are the same: 4. |  |  |
| I CAN... <br> Learning <br> Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Practice count-bys, multiplications, and divisions. <br> A2: Explore square numbers. |  |  |
| Notes | Read 173BB-FF, 173II Patterns are HUGE! Have kids really try to find them, and make connections It might be a good place to see how well they know their related division facts - and figure out why there are fewer related division facts with square numbers. |  |  |
| 2.7 | 5s Shortcut SAB: 113-118 <br> SHC: 113-118 \& AB: 79-82 <br> (includes fluency sheets) <br>  | $\begin{aligned} & \text { MP: 1,4,5,6 } \\ & \text { CC.3.OA.1, CC.3.OA.2, } \\ & \text { CC.3.OA.3, CC.3.OA.4, } \\ & \text { CC.3.OA.6, CC.3.OA. } 7 \end{aligned}$ |  |

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## Suggest using REVISED QUIZ 1

Quick Quiz 1-1 Day for reteaching
Give quiz after teaching lesson 8 - then take this day to reteach/enrich per each quiz item.

This quiz will allow you to see if initial learning took place. If it did not the extra day is spent to spend more time with only those students that need help on the specific items on the quiz, in order to be more successful for the next Big Idea. If kids are doing well, take the time to enrich using the Differentiated Cards, or other higher order thinking activities. This time spent on re-teaching or enrichment will allow for you to keep on pace with not over teaching to only a select few that may need help, it also allows for the enrichment for students who need more of a challenge to go deeper with their understanding. Designated stopping at critical times helps eliminate unorganized re-teaching times during a lesson/activity.

Found on OAISD Math Resources K-5 (Balanced Assessment Resources)
Big Idea 2: Problem Solving and Multiples of 10

| Maybe 2 days | 5s Shortcut | SAB: 127-130 <br> SHC: 127-130 <br> HR: 123-124 (could be included in student portfolio) | MP: 1,3,4,5,6 <br> CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, <br> CC.3.OA.6, CC.3.OA.7, CC.3.OA. 8 |  |
| :---: | :---: | :---: | :---: | :---: |
| Lesson Focus | Represent and solve word problems using the four operations. |  |  |  |
| Formative <br> Assessment | Ask students to describe how they would begin to write a word problem for the equation $42 \div 6=n$. Students should describe a situation that has a total of 42 objects that can be divided into groups of 6 or into 6 groups. |  |  |  |
| I CAN... <br> Learning <br> Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Practice count-bys, multiplications, and divisions. <br> A2: Discuss how to determine which operation to use to solve a word problem. <br> A3: Use the "information part" of a word problem to write an appropriate "question part." <br> A4: Write word problems for given equations. |  |  |  |

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| Lesson Focus | Develop strategies for solving two step word problems. |
| :---: | :---: |
| Formative Assessment | Ask students to describe the rules they need to follow when solving an equation for a two step problem. Students should describe the rules for the Order of Operations. |
| I CAN... <br> Learning <br> Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Practice count-bys, multiplications, and divisions. <br> A2: Discuss and solve two step word problems. |
| Notes | Read 173BB-FF, 173JJ Lots of practice with 2 step word problems - allow for many ways to solve |
| 2.12 | Mixed Multiplications SAB: 137-138 MP: 3,5,6,8 Multiple <br> Mixed Divisions SHC: 137-138 (fluency CC.3.OA.5, CC.3.OA.6,  <br>  sheets) CC.3.OA.7, CC.3.NBT.3  <br>  HR: 129-130   |
| Lesson Focus | Use place value and properties to multiply one digit numbers by multiples of 10. |
| Formative Assessment | Ask students to explain how they can use a multiplication strategy to find the answer to $7 \times 40$. Students may explain that they can use place value and properties to find the product or they may explain how to find it using a basic multiplication and then multiplying by 10 mentally |
| I CAN... <br> Learning <br> Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Practice multiplications and divisions. <br> A2: Develop strategies for multiplying a one digit number by multiples of 10 . |
| Notes | Read 173BB-FF, 173II Rearrange factors so that we can multiply the product of a basic fact by 10 (NOT ADDING 2 ZEROS WRONG LANGUAGE) careful of $5 \times 2$ or $5 \times 4$, sometimes a 0 could be forgotten. |

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| $2.13$ <br> 2 days | Mixed Multiplications Mixed Divisions | SAB: 139-148, 149A-149J SHC: 139-148 \& AB: 91-110 (includes project cards) HR: 131-142 (could be included in student portfolio) | $\begin{aligned} & \text { MP: 1,2,3,4,5,6 } \\ & \text { CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, } \\ & \text { CC.3.OA.4, CC.3.OA.6, CC.3.OA.7, CC.3.OA. } 8 \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: |
| Lesson <br> Focus | Use strategies to fluently multiply and divide within 100 and solve two step word problems. |  |  |  |
| Formative Assessment | Ask students to choose one of the function tables on Student Book page 146 and to explain how they determined the rule they used to complete the table. |  |  |  |
| I CAN... <br> Learning Targets | Instructional Strategies: <br> Student Outcome: <br> A1: Practice count-bys, multiplications, and divisions. <br> A2: Use strategies to represent and solve two step word problems. <br> A3: Play games to practice multiplications and divisions and to build fluency. |  |  |  |
| Notes | Read 173BB-FF, 173HH-II you might need to continue to practice mult/div fluency during the entire year Activity 2 - may need to review how to find area and what area is - the area of a figure is the number of square units needed to cover it without overlapping - remind how to mult. The length and width of a rectangle to find the area. These are great games you can use during the mastery loop at quiz or test times as centers. |  |  |  |
| 2.14 | Mixed Multiplications Mixed Divisions | SAB: 149-152 <br> SHC: 149-152 \& AB: 111-112 <br> HR: 143-144 <br> Quick Quiz from lesson 15 | $\begin{aligned} & \text { MP: 1,3,5,6,8 } \\ & \text { CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, } \\ & \text { CC.3.OA.4, CC.3.OA.6, CC.3.OA.7, } \\ & \text { CC.3.OA. } \end{aligned}$ |  |
| Lesson <br> Focus | Build fluency with 0 s, 1s, $2 \mathrm{~s}, 3 \mathrm{~s}, 4 \mathrm{~s}, 5 \mathrm{~s}, 6 \mathrm{~s}, 7 \mathrm{~s}, 8 \mathrm{~s}, 9 \mathrm{~s}$, and 10s multiplication and divisions. |  |  |  |
| Formative Assessment | Ask students to write a basic multiplication fact and use their knowledge of patterns to explain how they know their answer is correct. |  |  |  |
| I CAN... <br> Learning | Instructional Strategies: <br> Student Outcome: <br> A1: Assess recall of basic multiplications and divisions. |  |  |  |

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## Unit 2 Balanced Assessment Resources and Protocols

The balanced assessment is made up of 2 components: the current unit content (Unit test) and prior content at a varying depth of knowledge (Performance Task).

## Unit 2 Test and Review

Give All Students the Review Test A as a Pre-test at the END of the unit - then 2-3 days to reteach/enrich each test item Post-Test students that were identified as needing re-teaching to the specific test items to demonstrate proficiency This test will allow you to see if after initial learning took place, the student was able to retain the information. If it did not the extra day(s) is spent to allow for more time with only those students that need help on the specific items on the test, in order to be more successful for the next Unit. If kids are doing well, take the time to enrich using the Differentiated Cards, or other higher order thinking activities. This time spent on reteaching or enrichment will allow for you to keep on pace with not over teaching to only a select few that may need help, it also allows for the enrichment for students who need more of a challenge to go deeper with their understanding. Designated stopping at critical times helps eliminate unorganized re-teaching times during a lesson/activity.

## Performance Task

Use the Unit 1 Performance Task to incorporate the balanced assessment review of a higher depth of knowledge to check students understanding of the application of the prior unit's concepts and strategies.
This performance task might be taught as a whole group, small group or in pairs. The requirements of taking a task might still be new to students so you may want to take one day to both review the rubrics and strategies to thoroughly answer all parts of the task. The role of the teacher to facilitate the Math Talk will be a critical piece to having the students take ownership of their learning and ability to complete the Performance Task.

Found on OAISD Math Resources K-5 (Balanced Assessment Resources)

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| Math Rtl For Grade 3 <br> Grade 2 CCSS MX Teacher Edition |  |
| :---: | :---: |
| Identify numbers to 1,000 <br> 2.NBT. 3 <br> Need this before Unit 4 | Unit 2 Lesson 1 Ones, tens and hundreds <br> Unit 2 Lesson 2 Activity 1 Draw Quick 10s and 100s <br> Unit 2 Lesson 3 Activity 2 Expanded form, Activity 3 Read, Write names |
| Mentally add and subtract 10 or 100 to an umber between 100 and 900 <br> 2.NBT. 8 <br> Need this before Unit 4 | Unit 2 Lesson 4 Activity 3 Add 1, 10, 100 to a number |
| Compare numbers to 1,000 <br> 2.NBT. 4 <br> Need this before Unit 4 | Unit 2 Lesson 5 Compare within 200 Unit 6 Lesson 3 Compare 3 digit numbers |
| Add 2-digit numbers <br> 2.NBT.5a | Unit 2 Lesson 7 Show all totals Unit 2 Lesson 8 Activity 1 New groups below Unit 2 Lesson 13 Activity 2 Game addition |
| Subtract 2-digit numbers 2.NBT.5b | Unit 4 Lesson 3 <br> Unit 4 Lesson 8 When to ungroup <br> Unit 4 Lesson 5 Methods <br> Unit 4 Lesson 7 Subtract from 200 <br> Unit 4 Lesson 9 Zeros <br> Unit 4 Lesson 11 Game subtraction |

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| Grade 4 Rtl Standards <br> Readiness Standards - found in Unit 1-2- Essential for Grade 4 |  |
| :---: | :---: |
| Grade 3 CCSS MX Teacher Edition |  |
| $\begin{aligned} & \text { Multiply numbers from 0-10 } \\ & \text { 3.OA.7a } \end{aligned}$ | Unit 1 Lesson 1 All Activities Unit 1 Lesson 2 All Activities Unit 1 Lesson 3 Activities $3 \& 4$ area model Unit 1 Lesson 11 Activity $1 \& 2$ methods Unit 1 Lesson 15 Activity 4 associative property Unit 2 Lesson 1 Activity $1 \& 2$ Strategies for 6 s Unit 2 Lesson 3 Activity 3 Strategies for 8s Unit 2 Lesson 5 Activity 2 Strategies for 7s |
| Multiplication and Division Games | Unit 1 Lesson 17 Activity 2 Unit 2 Lesson 7 Activity 2 |
| Divide numbers by 1 to 10 3.0A.7b | Unit 1 Lesson 4 Activity $2 \& 3$ Unit 1 Lesson 11 Activity 2 strategy cards Unit 1 Lesson 15 Activity 4 division rules |

