

3rd Grade Math Curriculum Map

Week Of	Go Math Lessons	Topic, Objectives, & Strategies	CC Standards	Assessments
Week 1	Ch. 1 Lessons 1-3	Chapter 1: Addition and Subtraction Within 1,000 - Identify and describe whole number patterns and solve problems. - Round 2 and 3 digit numbers to nearest ten or hundred. - Use compatible numbers and rounding to estimate sums and differences. - Use a variety of strategies to find sums and differences mentally. - Use the Commutative and Associative Properties of Addition to add more than two addends. - Use a variety of strategies to add and subtract 3 digit numbers. - Solve addition and subtraction problems by using the strategy Draw a Diagram. Extras: Use the Subtraction Facts as a strategy.	CC.3.OA.8 CC.3.OA.9 CC.3.NBT.1 CC.3.NBT.2	Daily Informal Assessment using teacher observation, Weekly Concept Quizzes, Mid-Ch. Checkpoint, End of the Chapter Summative Assessment. (Use the reteach and challenge pages to differentiate instruction. Instructional Strategies will vary depending on student need determined by the above mentioned Formative Assessments.)
Week 2	Ch. 1 Lessons 4-6			
Week 3	Ch. 1 Lessons 7-10			
Week 4	Ch. 1 Lessons 11-12 Review & Test			
Week 5	Ch. 2 Lessons 1-4	Chapter 2: Represent and Interpret Data - Organize data in tables and solve problems using the strategy Make A Table. - Reading and interpret data in a scaled picture graph and draw a picture graph to show data in a table. - Read and interpret data in a scaled bar graph and draw a scaled bar graph to show data in a table or picture graph. - Solve one and two step compare problems using data represented in scaled bar graphs. - Read and interpret data in a line plot and use data to make a line plot.	CC.3.MD.3 CC.3.MD.4	
Week 6	Ch. 2 Lessons 5-7 & Review			
Week 7	Ch. 2 Test, Ch. 3 Lessons 1-3			
Week 8	Ch. 3 Lessons 4-7	Chapter 3: Understanding Multiplication - Model and skip count objects in equal groups or on a number line to find how many there are. - Write an addition sentence and a multiplication sentence for a model. - Solve one and two step problems by using the strategy Draw a Diagram. - Use arrays to model products and factors. - Model the Commutative Property of Multiplication and use it to find products. - Model multiplication with the factors 1 and 0. Extras: Use the Teacher Made Multiplication Booklets.	CC.3.OA.1 CC.3.OA.3 CC.3.OA.5 CC.3.OA.8	
Week 9	Ch. 3 Review & Test Ch. 4 Lessons 1-2			
Week 10	Ch. 4 Lessons 3-6			
Week 11	Ch. 4 Lessons 7-9	Chapter 4: Multiplication Facts and Strategies - Use a variety of strategies to multiply with the $\times 2, 3, 4, 5, 6, 7, 8, 9$ & 10.	CC.3.OA.3 CC.3.OA.5	

Week 12	Ch. 4 Lesson 10, Review, Test, Ch. 5 Lesson 1	-Use the Distributive Property to find products by breaking apart arrays. -Use the Associative Property of Multiplication to multiply with three factors. -Identify and explain patterns on the multiplication table. -Use the Distributive Property to find products. -Solve multiplication problems by using the strategy <i>Make a Table</i>.	CC.3.OA.7 CC.3.OA.8 CC.3.OA.9	Daily Informal Assessment using teacher observation, Weekly Concept Quizzes, Mid-Ch. Checkpoint, End of the Chapter Summative Assessment. (Use the reteach and challenge pages to differentiate instruction. Instructional Strategies will vary depending on student need determined by the above mentioned Formative Assessments.)
Week 13	Ch. 5 Lesson 2-3	Chapter 5: Use Multiplication Facts -Identify and describe a number pattern shown in a function table. -Use an array or a multiplication table to find an unknown factor. -Solve multiplication problems by using the strategy <i>Draw A Diagram</i>. -Use base ten blocks, a number line, or place value to multiply with multiples of 10. -Model and record multiplication with multiples of 10.	CC.3.OA.4 CC.3.OA.9 CC.3.NBT.3	
Week 14	Ch. 5 Review & Test			
Week 15	Ch. 6 Lessons 1-4	Chapter 6: Understanding Division -Solve division problems by using the strategy <i>Act It Out</i>. -Use models to explore the meaning of partitive (sharing) and quotative (measurement) division. -Model division by using equal groups and bar model. -Use repeated subtraction and a number line to relate subtraction to division. -Relate multiplication and division as inverse operations and write related multiplication and division facts. -Divide using the rules for 1 and 0. - Extras: Strategies for Division Handout.	CC.3.OA.2 CC.3.OA.3 CC.3.OA.5 CC.3.OA.6 CC.3.OA.7	
Week 16	Ch. 6 Lessons 5-8			
Week 17	Ch. 6 Lesson 9, Review, Test			
Week 18	Ch. 7 Lessons 1-4			
Week 19	Ch. 7 Lessons 5-8	Chapter 7: Division Facts and Strategies -Use a variety of strategies to divide by 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10. -Solve two step problems by using the strategy <i>Act It Out</i>. -Perform operation in order when there are no parentheses.	CC.3.OA.3 CC.3.OA.4 CC.3.OA.7 CC.3.OA.8	
Week 20	Ch. 7 Lessons 9-11			
Week 21	Ch. 7 Review, Test Ch. 8 Lessons 1-2			
Week 22	Ch. 8 Lessons 3-6			

Envision Math Grade 3 Curriculum Map

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The SAGE Handbook of Inclusion and Diversity in Education Matthew J. Schuelka, Christopher J. Johnstone, Gary Thomas, Alfredo J. Artiles, 2019-09-30 This handbook examines policy and practice from around the world with respect to broadly conceived notions of inclusion and diversity within education It sets out to provide a critical and comprehensive overview of current thinking and debate around aspects such as inclusive education rights philosophy context policy systems and practices for a global audience This makes it an ideal text for researchers and those involved in policy making as well as those teaching in classrooms today Chapters are separated across three key parts Part I Conceptualizations and Possibilities of Inclusion and Diversity in Education Part II Inclusion and Diversity in Educational Practices Policies and Systems Part III Inclusion and Diversity in Global and Local Educational Contexts **Teacher**, 1978 *On Board*, 2002 The Professoriate: Challenges and Promises Paul V. Bredson, Jay Paredes Scribner, 1998-04-28 The 1995 NCPEA Yearbook is organized into five major sections The first The Landscapes of Change Challenges for Professors of Educational Administration contains four chapters that frame the major themes and issues of the 1994 conference In Section 2 Educational Leadership and Development Program Theoretical Perspectives the authors explore theoretical lenses for examining the preparation of educational leaders and the development of educational administration programs Section 3 Responding to New Realities Program Development in Educational Administration contains detailed descriptions of emerging educational realities that have begun to trigger program changes and innovations in departments of educational leadership at six institutions Rethinking and Revisioning Teaching and Learning to prepared Educational Leaders Section 4 offers five excellent vignettes of changes and challenges for professors in creating new teaching and learning environments for themselves and their students In the final section Policies Programs and Practices Investigations in Educational Administration six chapters relate the finds of researchers using very different research designs and methods The implications for professors of educational administration and for all educational stakeholders are discussed *Resources in Education*, 1995 **The Arts as Meaning Makers** Claudia E. Cornett, 1999 This comprehensive introductory book shows teachers how to meaningfully integrate literature art drama dance and music throughout curricular areas by providing a basic arts knowledge base It summarizes the concepts and skills of five art forms and shows teachers how to plan and implement units and specific lessons which integrate at least one art form with a curricular area in each lesson *The Education Index*, 1990 **CD-ROMs in Print**, 2003 *Resources in Education*, 1995 *Spring Meeting* American Geophysical Union. Meeting, 1993

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