



## Alloway Township School

*Home of the Tigers*

***Amy Morley***

*Chief School Administrator*

***Kimberly Fleetwood***

*Business Administrator*

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### **Grade 3 Unit 2 — Dates: 10/11/24 - 12/19/24**

#### **Rationale for Unit 2 Expectations**

Unit 2 focuses on the development of multiplication and division concepts. Learners build upon their Grade 2 work with arrays and repeated addition to work with equal groups and larger arrays. They develop an understanding of the meaning of multiplication as a way of combining equal groups and division means separating a total number of objects into equal-sized groups. By exploring the concepts together, learners learn to reason about the relationship between the two operations and come to understand division as an unknown-factor problem. Grade 3 multiplication standards are built upon the knowledge of doubles facts and distinguishing even numbers from odd numbers, being able to skip count by twos, fives, and tens, being able to decompose numbers and being able to add using arrays from previous grades. Learners use increasingly sophisticated strategies to solve multiplication and division problems involving single digit numbers. As learners apply strategies to solve these problems, they begin working towards accuracy and efficiency (fluency) with these operations.

#### **Unit 2 Description & Expectations**

Days of Instruction: 44 days

Unit Completion Date: 12/19

Unit Theme: The Meaning of Multiplication and Division

[Topic: Understand the Meaning of Multiplication](#)

[Topic: Multiplying with 0 to 10](#)

[Topic: Use Order and Grouping to Multiply](#)

[Topic: Use Place Value to Multiply](#)



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[Topic: Mid-Unit Assessment](#)

[Topic: Understand the Meaning of Division](#)

[Topic: Understand How Multiplication and Division are Connected](#)

[Topic: Multiplication and Division Facts](#)

[Topic: Understand Patterns](#)

[Topic: Applying Our Knowledge](#)

Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
<b>Guidelines</b>		
<b>30-45 minutes of daily instruction using Core Resources</b>	<b>30-45 minutes of daily differentiation</b>	
<p><b>Number Sense Making Routines: (5-10 minutes daily)</b> Number sense is built through experiences. Vary your sense making routines based on the needs of your classroom. They may be a whole group activity, but they also may be done as a small group depending upon the need. Example areas of focus: <b>Verbal Counting</b>, Object Counting, Cardinality,</p>	<p><b>Number of groups to meet with each day: two</b> <b>When planning for differentiation, it is important to</b></p>	<p>Activities should be aligned to specific skills &amp; standards addressed during whole group instruction and practice of fluency standards.</p>



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Subitizing, Spatial Relationships, One/Two More & Less, **Benchmark Numbers**, **Part-Part-Whole**, Magnitude, etc.

**Core Resource for Whole Group Instruction:** Ready Classroom Math (30-45 minutes daily)

Ready Classroom Math design & expectations:

- **Understand Lessons** - Focus on developing conceptual understanding and help students connect new concepts to familiar ones as they learn new skills and strategies.
- **Strategy Lessons** - Focus on helping students persevere in solving problems, discuss solution strategies, and compare multiple representations through the *Try-Discuss-Connect* routine. Strategy Lessons are taught over multiple days (usually 3-5 days) and consist of different sessions.
  - **Explore Session(s)** follow the *Try-Discuss-Connect Routine* and draw on students' prior knowledge and make connections to new concepts.
  - **Develop Session(s)** develop strategies and understanding through problem solving and discourse.
  - **Refine Session(s)** are when students work independently with a partner, while the teacher monitors performance and differentiates instruction.
- **Math in Action Lessons (Grades 2-6)** - Feature open-ended problems with many points of entry and more than one possible solution. In Math in

first think about what each student needs. You may have different focuses for different groups of students. Below are suggestions to consider when planning for small group differentiated instruction.

**Gifted Students:** When planning for students who are gifted, consider differentiating the content, process or product.

**Tier I Remedial Groups:** When planning for remedial work (additional work on grade level concepts), identify your Essential Understandings, Objectives, Standards, skills being taught, and Learner Outcomes, then, anticipate the most common unique needs and common misconceptions. Doing this will help you to plan effectively, and form groups based on daily exit tickets and



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Action Lessons students apply strategies and build procedural fluency.

*Try - Discuss - Connect Routine* is primarily used in Explore and Develop Sessions in Ready Math. Each Step in this routine will have expected Language Routines, Teacher Moves and Conversation Tips. *Language Routines* are predictable, repeatable formats that help students process word problems and communicate their growing understanding. *Teacher Moves* are powerful facilitation techniques to guide conversations in which students talk with each other rather than responding to the teacher. *Conversation Tips* are specific hints that show students what it means to engage in academic discourse. The six tips show students what it means to participate in academic discourse: listening attentively, explaining ideas, justifying, building on the ideas of others, disagreeing respectfully and making connections.

- **Try It** - The teacher displays the *Start* question to draw on prior knowledge to the day's session. The teacher guides students in making sense of the problem, and to slow down to recognize and understand important information in the problem before beginning to solve. Teacher displays the problem and uses:
  - *Language Routines* - Three Reads, Co-Crafted Questions, Notice/Wonder and Say It Another Way
  - *Teacher Moves* - Turn & Talk and Individual Think Time (*Typically 10 seconds to 2 minutes*)

Students apply what they have learned while making sense of the

Ready Unit Prerequisite Report.

Support students using scaffolding and/or additional practice for grade level concepts and skills.

**Tier II or Tier III Remedial**

**Groups:** When planning your grade level instruction for students that are in Tier II or Tier III considerations of each individual students' Math Intervention Plan need to be taken. Interventions and number sense relationships should be leveraged to support students with grade level content (bridging foundational concepts to support students' work at grade level content). Resources should be aligned to core content instructional resources (ie, Tools for Instruction, Fluency Skills & Practice pages, Prerequisite



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problem to represent the situation using a Part-Part-Whole model and begin solving.

- **Discuss It** - Students work in pairs to share their thinking - even incomplete thinking. Students should analyze their representations and strategies while using sentence frames when appropriate. The teacher strategically selects and sequences students' representations and strategies based upon the learning goal of the lesson. While circulating the teacher should use:
  - *Language Routines* - Compare & Contrast and Collect & Display
  - *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs (*Repeat, Reword, Rephrase, Record*)Selected students present and explain their solution methods and listen to critiques of others. The teacher facilitates the discussion and the class looks at highlighted strategies in the *Picture It* and *Model It* sections.
- **Connect It** - The teacher and students connect representations and strategies using a combination of individual work time and partner and whole-class discourse. Carefully selected questions lead students to recognize important mathematical ideas that were initially presented in the **Try It** problem. The teacher should use:
  - *Language Routines* - Collect & Display and Compare & Connect
  - *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs

**Closing: (2-5 minutes daily)**

The closure should be directly related to the goal of the lesson. Formal

Lessons, Reteach Activities, Vocabulary pages, etc.), while a direct explicit connection between intervention strategies and grade level content is built.



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<p>closure to lessons may consist of synthesizing information learned during the lesson that relates to the objective. For example, students could share with the class something new that they learned that day (the question should be detailed and related to the goal/objective), complete an exit ticket (related to the goal/objective), reflect on what challenged them (related to the goal/objective), etc.</p>		
<p><b>Whole Group Instruction</b></p>	<p><b>Differentiation: Teacher Table</b></p>	<p><b>Differentiation: Independent Practice/Small Group Center</b></p>
<p><b>Unit Resources</b></p>		
<ul style="list-style-type: none"> <li>● Suggested Pacing Guide</li> <li>● Ready Unit Flow and Progression Video</li> <li>● Ready Math Background: Models, Progressions, and Teaching Tips</li> <li>● Ready Interactive Tutorials</li> <li>● Ready Unit Self Reflection</li> <li>● Ready Unit Review</li> <li>● Ready Discourse Cards/Cube</li> <li>● Ready Digital Math Tools</li> <li>● Silent Hand Signals</li> <li>● <a href="#">Georgia Frameworks</a> (K-5)</li> <li>● Howard County, MD:             <ul style="list-style-type: none"> <li>○ <a href="#">Gr 3</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Scheduling Small Groups and Rotations</li> <li>● CFAs</li> <li>● RCM Fluency Practice Pages</li> <li>● RCM Prerequisite Lessons</li> <li>● RCM Tools for Instruction Lessons</li> <li>● RCM Discourse Bookmarks</li> <li>● <a href="#">K-5 Math Teaching Resources</a> (no direct links to free documents!)</li> <li>● Virtual Manipulatives:</li> </ul>	<ul style="list-style-type: none"> <li>● Scheduling Small Groups and Rotations</li> <li>● RCM Unit Game</li> <li>● RCM Literacy Connections Activities</li> <li>● RCM Discourse Bookmarks</li> <li>● <a href="#">K-5 Math Teaching Resources</a> (no direct links to free documents!)</li> <li>● Howard County, MD:             <ul style="list-style-type: none"> <li>○ <a href="#">Gr 3</a></li> </ul> </li> </ul>



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- Achieve the Core [Coherence Map](#)
- [Illustrative Mathematics](#)
- Mindset Mathematics ([Gr 3-6](#)) by Jo Boaler
- [You Cubed](#)
- [Online Manipulatives in Mathigon](#)
- [PBS Learning Media](#)
- San Francisco Unified School District (SFUSD)
  - [Gr 3](#)
- Three Act Tasks:
  - [Ms. Castillo's Math](#) (K-5)
  - [Graham Fletcher](#) (K-6)
  - [Robert Kaplinsky](#) (K-6)
  - [Jon Orr](#) (Gr 3-6)
  - [Kyle Pearce](#) (Gr 3-6)
- Sense Making Routines:
  - [Subitizing Slides](#) (Steve Wyborney)
  - [Estimation 180](#) (Andrew Stadel)
  - [Esti-Mysteries](#) (Steve Wyborney)
  - [Even More Esti-Mysteries](#) (Steve Wyborney)
  - [Estimation Clipboard](#) (Steve Wyborney)
  - [Which One Doesn't Belong](#) (Christopher Danielson)

- [K6-ThinkCentral](#) -  
counters, base ten blocks,  
number line, 100s chart,  
graphs, fractions,  
measurement
- [TheMathLearningCenter](#) -  
ten frames, counters,  
time, number line, math  
rack, geoboards
- [Glencoe](#)  
[WorkMats/Storyboards/M](#)  
[anips.](#)
- [SplatSquare-InteractiveHu](#)  
[ndredsChart](#)
- [EduPlace - NumberLine](#) -  
allows for multiple jumps  
to introduce open number  
line concept, decomposing  
numbers
- [virtual Rekenrek](#)
- [Dreambox Teacher Tools](#)
- [Multiplication Number](#)  
[Lines](#)



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<ul style="list-style-type: none"> <li>○ <a href="#">Math Visuals</a> (Berkley Everett)</li> <li>○ <a href="#">Would You Rather...?</a> (John Stevens)</li> <li>○ <a href="#">Numberless Word Problems</a> (Brian Bushart)</li> <li>○ <a href="#">Number Talk Images</a> (Tracey Zager &amp; Pierre Tranche)</li> <li>○ Daily Routines to Jumpstart Math Class (Curriculum Shared Drive)</li> <li>○ <a href="#">Clothesline Math</a> (Dan Kaufmann)</li> <li>○ <a href="#">Math Spy</a> (Dan Kaufmann)</li> <li>○ <a href="#">Same or Different</a> (Brian Bushart)</li> <li>○ <a href="#">Same But Different</a> (Sue Looney)</li> <li>○ <a href="#">Splat</a> (Steve Wyborney)</li> <li>○ <a href="#">Open Middle</a> (Robert Kaplinsky)</li> <li>○ <a href="#">Get to Math K-5</a></li> <li>○ <a href="#">Number Talks K-5</a> (Kristen Northrop)</li> <li>○ <a href="#">Visual Patterns</a></li> </ul>		
<b>Whole Group Instruction</b>	<b>Differentiation: Teacher Table</b>	<b>Differentiation: Independent Practice/Small Group Center</b>
<b>Assessments</b>		
<ul style="list-style-type: none"> <li>● Ready Unit Assessment</li> <li>● Mid-Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Daily log of small group instruction</li> </ul>	Examples of accountability measures: Recording sheets,





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<ul style="list-style-type: none"> <li>● Ready Lesson Quizzes</li> <li>● Ready - Math In Action</li> <li>● CFAs</li> <li>● Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Grade Level Math Interview</li> <li>● CFAs</li> <li>● RCM Fluency Practice Pages</li> <li>● RCM Prerequisite Lessons</li> <li>● RCM Tools for Instruction Lessons</li> <li>● Exit Tickets</li> <li>● Achieve the Core <a href="#">Coherence Map</a></li> <li>● <a href="#">Illustrative Mathematics</a></li> </ul>	<p>Fluency Practice Pages, exit tickets, rubrics, reflections, etc.</p>
<b>Whole Group Instruction</b>	<b>Differentiation: Teacher Table</b>	<b>Differentiation: Independent Practice/Small Group Center</b>
<b>Standards</b>		
<p>3.OA.A.1 Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. <i>For example, describe and/or represent a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i></p> <p>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i></p>	<p>In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below:</p> <p><b>**Unit 2 Center Focuses:</b></p> <p><b>2.NBT.A.2</b> Skip-count by 5s, 10s, and 100s. (Skip count by any factor is suggested). (*foundational multiplication skill)</p>	



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3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **\*BENCHMARKED Unit 3**

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  $8 \times ? = 48$ ,  $5 = \square \div 3$ ,  $6 \times 6 = ?$ .*

3.OA.B.5 Apply properties of operations as strategies to multiply and divide.<sup>2</sup>  
*Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive)*

3.OA.B.6 Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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.*

3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90

**2.OA.C.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (\*foundational standard to 3.OA.A.3)



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(e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	
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**Unit 2 Math Pacing Guide**

Topic: Understand the Meaning of Multiplication		
<b>Student Learning Standard(s):</b>	<b>3.OA.A.1</b>	Interpret products of whole numbers, e.g. interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .
<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>MP.1 Make sense of the problem and persevere in solving them.</li> <li>MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>MP.5 Use appropriate tools strategically.</li> </ul>	
<b>Days:</b> 3 10/11 - 10/16		<b>Focus:</b> Major Content
		<b>Benchmarked Standard:</b> Y <b>Fluency Standard:</b> N
Critical Knowledge & Skills		
<b>Objective:</b>	<b>We are learning to:</b> <i>*All sessions</i> <ul style="list-style-type: none"> <li>Understand that the symbol <math>\times</math> means "groups of" and that problems such as <math>5 \times 7</math> refer to 5 groups of 7.</li> <li>Interpret a multiplication problem situation using pictures, objects, words, numbers and equations.</li> <li>Understand that repeated addition and skip-counting help for finding a product, but the meaning of multiplication is finding the total number of items in equal-sized groups.</li> </ul>	
<b>Essential Question(s):</b>	How do mathematical models/representations shape our understanding of mathematics?	



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Core Resources		
Core Whole Group Resources	Core Formative Assessment	
<a href="#">Ready Classroom Math Lessons</a> <b>Lesson 4</b> Sessions 1-3	-RCM Lesson Quizzes -CFAs	
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<b>Suggested Anchor Chart:</b> <a href="#">3.OA.1</a>  -Number Sense Lessons/Resources -Interactive Tools -LearnZillion Videos: <a href="#">3.OA.1</a> -Brainpop jr Videos: <a href="#">Making Equal Groups</a> <a href="#">Repeated addition</a> <a href="#">Arrays</a> <a href="#">-3 Act: Melt My Heart by Ms. Castillos Math</a> <a href="#">-Same or Different by Brian Bushart</a>	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: NAME -RCM Center Activities -RCM Enrichment Activities -Brainpop jr Videos: <a href="#">Making Equal Groups</a> <a href="#">Repeated addition</a> <a href="#">Arrays</a> - <a href="#">Inside Mathematics</a> -Fact Practice for Speed and Accuracy: <a href="#">Xtra Math</a> -Fact Practice for Flexibility: <a href="#">Splash Learn</a>	-RCM Prerequisite Lessons -RCM Tools for Instruction -LearnZillion Videos: - Use counting and repeated addition of equal groups to find the total in a picture. - Use money examples (5 groups of dimes = 5x5) - Model for students what $3 + 3 + 3 + 3$ and $4 \times 3$ mean using an array. Show both arrays. - Draw number lines to show equal groups.



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<p>-<a href="#">Arrays; 2, 5, 10 by Desmos</a>          -<a href="#">2s, 5s, by Desmos</a>          -<a href="#">Visual Number String: Candy by Desmos</a>            -<a href="#">Online Manipulatives in Mathigon</a></p>	<p>-<a href="#">Same or Different by Brian Bushart</a>          -<a href="#">K-5 Math Teaching Resources: Array Picture Cards</a>          -<a href="#">K-5 Math Teaching Resources: Building Arrays</a>          -<a href="#">Arrays; 2, 5, 10 by Desmos</a>          -<a href="#">2s, 5s, by Desmos</a>          -<a href="#">Visual Number String: Candy by Desmos</a></p>	<p>- Mentor text <a href="#">Each Orange Had 8 Slices</a> by Paul Giganti, Jr. to model equal groups and counting.          -<a href="#">Inside Mathematics</a></p>
<p style="text-align: center;"><b>Vocabulary for Students - Unit 2 Digital Word Wall</b></p>		<p style="text-align: center;"><b>Mentor Text List</b></p>
<p>Array equation factor multiplication multiply product</p>		<p><i>Amanda Bean's Amazing Dream: A Mathematical Story</i> by Cindy Neuschwander (<a href="#">YouTube Read Aloud</a>)  <i>Each Orange Had 8 Slices: A Counting Book</i> by Paul Giganti (<a href="#">YouTube Read Aloud</a>)  <i>Spunky Monkey on Parade</i> by Stuart J. Murphy (<a href="#">YouTube Read Aloud</a>)  <i>The Best of Times</i> by Greg Tang (<a href="#">YouTube Read Aloud</a>)</p>



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<b>Topic: Multiplying with 0 to 10</b>		
<b>Student Learning Standard(s):</b>	<p><b>3.OA.A.3</b></p> <p><b>3.OA.B.5</b></p> <p><b>3.OA.C.7</b></p>	<p>-Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>-Apply properties of operations as strategies to multiply and divide.<sup>2</sup> <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.)</i> Knowing that <math>8 \times 5 = 40</math></p> <p>-Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>• MP.1 Make sense of the problem and persevere in solving them.</li> <li>• MP.2 Reason abstractly and quantitatively.</li> <li>• MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>• MP.4 Model with Mathematics.</li> <li>• MP.5 Use appropriate tools strategically.</li> <li>• MP.6 Attend to precision.</li> <li>• MP.7 Look for and make use of structure.</li> <li>• MP.8 Look for and express regularity in repeated reasoning.</li> </ul>	
<p style="text-align: center;"><b>Days:</b> 15 days</p> <p>Lesson 5: 10/27 - 10/22</p> <p>Lesson 6: 10/23 - 10/29</p> <p>Lesson 7: 10/30 - 11/6</p>	<p><b>Focus:</b> Major Content</p>	<p><b>Benchmarked Standard:</b> Y A.3 &amp; B.5</p> <p><b>Fluency Standard:</b> Y C.7</p>
<b>Critical Knowledge &amp; Skills</b>		



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<b>Objective:</b>	<p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Use repeated addition and skip counting to solve multiplication problems. (L5 all sessions)</li> <li>● Use models such as arrays and equal groups to solve multiplication problems. (L5 all sessions)</li> <li>● Interpret a multiplication situation using pictures, objects, words, numbers and equations. (L5 all sessions)</li> <li>● Break apart a factor as a strategy for multiplying (distributive property). (L6 and L7)</li> <li>● Apply the distributive property of multiplication as a strategy to learn multiplication facts and to solve multiplication problems. (L6 and L7)</li> <li>● Make a multiplication problem easier to solve by reversing the order of factors (commutative property). (L6 Session 3) (this is hinted at but not taught)</li> </ul>
<b>Essential Question(s):</b>	<p>How do mathematical models/representations shape our understanding of mathematics?          How do mathematical models/representations shape our understanding of mathematics?          How are knowing and memorizing different?</p>

<b>Core Resources</b>	
<b>Core Whole Group Resources</b>	<b>Core Formative Assessment</b>
<p><a href="#">Ready Classroom Math Lessons</a>  <b>Lesson 5</b> - 4 Sessions  <b>Lesson 6</b> - 5 Sessions            *Lesson 6 materials for each student: 30 counters  <b>Lesson 7</b> - 5 Sessions</p>	<p>-RCM Lesson Quizzes            -CFAs</p>
<b>Additional Leveled Resources</b>	





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Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<ul style="list-style-type: none"> <li>-Number Sense Lessons/Resources</li> <li>-Interactive Tools</li> <li>-<b>Suggested Anchor Chart:</b> <a href="#">Multiplication Strategies &amp; Ways to Represent Multiplication Distributive Property</a></li> <li>-Brainpop jr Video: <a href="#">Multiply by 0 or 1</a></li> <li>-Brainpop Video <a href="#">Distributive Property</a></li> <li>-3 Act: <a href="#">Christmas Tree, Multiplication by Ms. Castillos Math</a></li> <li>-3 Act: <a href="#">The Seesaw by Graham Fletcher</a></li> <li>-3 Act: <a href="#">Fruit and Nut by Graham Fletcher</a></li> <li>-<a href="#">Online Manipulatives in Mathigon</a></li> </ul>	<ul style="list-style-type: none"> <li>-iReady Individual Path</li> <li>-iReady Teacher Assigned Lessons</li> <li>-RCM Interactive Practice: NAME</li> <li>-RCM Center Activities</li> <li>-RCM Enrichment Activities</li> <li>-Brainpop jr Video: <a href="#">Multiply by 0 or 1</a></li> <li>-<a href="#">Inside Mathematics</a></li> <li>-Fact Practice for Speed and Accuracy: <a href="#">Xtra Math</a></li> <li>-Fact Practice for Flexibility: <a href="#">Splash Learn</a></li> <li>-<a href="#">Card Sorts for Multiplication and Division by Desmos</a></li> </ul>	<ul style="list-style-type: none"> <li>-RCM Prerequisite Lessons</li> <li>-RCM Tools for Instruction</li> <li>- GET: # groups x # in each group = total # of items (6 x 3 = “six groups of three in each group”)</li> <li>-Draw equal groups pictures, arrays, and number lines to solve multiplication word problems.</li> <li>-Write repeated addition &amp; multiplication sentences</li> <li>-Use a 10 x 10 array and card stock to solve word problems.</li> <li>-<a href="#">Inside Mathematics</a></li> </ul>
<b>Vocabulary for Students</b> - Unit 2 Digital Word Wall	<b>Mentor Text List</b>	
Array factor multiplication multiply product	<ul style="list-style-type: none"> <li><i>One Hundred Hungry Ants</i> by Elinor J. Princzes (<a href="#">YouTube Read Aloud</a>)</li> <li><i>Six Dinner Sid</i> by Inga Moore (<a href="#">YouTube Read Aloud</a>)</li> </ul>	



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***Kimberly Fleetwood***

*Business Administrator*

*Amanda Bean's Amazing Dream* by Cindy Neuschwander ([YouTube Read Aloud](#))

*Hershey's Chocolate Math: From Addition to Multiplication* by Jerry Pallotta

*Hershey's Kisses Multiplication and Division* by Jerry Pallotta

*The Hershey's Milk Chocolate Multiplication Book* by Jerry Pallotta ([YouTube Read Aloud](#))

*Stacks of Trouble* by Martha F. Brenner ([YouTube Read Aloud](#))

*7 x 9 Equals Trouble* by Elexus Shockley

*2 x 2 = Boo: A Set of Spooky Multiplication Stories* by Loreen Leedy ([YouTube Read Aloud](#))

*Zero the Hero* by Joan Holub and Tom Lichtenheld ([YouTube Real Aloud](#))  
[Multiplication Read Aloud Resources](#)



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Topic: Use Order and Grouping to Multiply		
<b>Student Learning Standard(s):</b>	<b>3.OA.B.5</b>	Apply properties of operations as strategies to multiply and divide. <sup>2</sup> Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)
<b>Math Practices:</b>	<ul style="list-style-type: none"><li>• MP.1 Make sense of the problem and persevere in solving them.</li><li>• MP.2 Reason abstractly and quantitatively.</li><li>• MP.3 Construct viable arguments and critique the reasoning of others.</li><li>• MP.4 Model with Mathematics.</li><li>• MP.5 Use appropriate tools strategically.</li><li>• MP.6 Attend to precision.</li></ul>	



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	<ul style="list-style-type: none"> <li>• MP.7 Look for and make use of structure. reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• MP.8 Look for and express regularity in repeated</li> </ul>
<b>Days: 5</b> Lesson 8: 11/11 - 11/15 <i>Additional Strategy Practice: 11/25- 11/27</i>	<b>Focus:</b> Major Content	<b>Benchmarked Standard: Y</b> <b>Fluency Standard: N</b>
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>• Understand that numbers can be multiplied in any order and the product will be the same and apply this as a strategy to solve (commutative property of multiplication. (Sessions 1, 2, 4, 5)</li> <li>• Understand that three or more factors in a problem can be grouped in different ways and the product will be the same and apply this as a strategy to solve (associative property of multiplication). (Sessions 1, 3, 4, 5)</li> </ul>	
<b>Essential Question(s):</b>	How do basic operations build our understanding of math?	

<b>Core Resources</b>	
<b>Core Whole Group Resources</b>	<b>Core Formative Assessment</b>
<a href="#"><u>Ready Classroom Math Lessons</u></a> <b>Lesson 8</b> - 5 Sessions *Lesson materials per student: 25 counters	-RCM Lesson Quizzes -CFAs



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Additional Leveled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<ul style="list-style-type: none"> <li>-Anchor Chart Links <a href="#">Commutative Property</a></li> <li>-Number Sense Lessons/Resources</li> <li>-Interactive Tools</li> <li>-Brainpop videos: <a href="#">Commutative Property</a> <a href="#">Associative Property</a></li> <li>-<a href="#">3 Act: Stamp It by Graham Fletcher</a></li> <li>-<a href="#">Online Manipulatives in Mathigon</a></li> <li>-Grade 3 NJSLA Reasoning/Modeling Problems Slide #21</li> <li>-Grade 3 NJSLA Reasoning/Modeling Problems Slide #22</li> </ul>	<ul style="list-style-type: none"> <li>-iReady Individual Path</li> <li>-iReady Teacher Assigned Lessons</li> <li>-RCM Interactive Practice: NAME</li> <li>-RCM Center Activities</li> <li>-RCM Enrichment Activities</li> <li>-<a href="#">Inside Mathematics</a></li> <li>-Fact Practice for Speed and Accuracy: <a href="#">Xtra Math</a></li> <li>-Fact Practice for Flexibility: <a href="#">Splash Learn</a></li> <li>-<a href="#">K-5 Math Teaching Resources: Turn Your Array</a></li> </ul>	<ul style="list-style-type: none"> <li>-RCM Prerequisite Lessons</li> <li>-RCM Tools for Instruction</li> <li>-<a href="#">Inside Mathematics</a></li> </ul>
<b>Vocabulary for Students - Unit 2 Digital Word Wall</b>		<b>Mentor Text List</b>



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<p>Array factor multiplication multiply product</p>	<p><i>One Hundred Hungry Ants</i> by Elinor J. Princzes (<a href="#">YouTube Read Aloud</a>)  <i>Six Dinner Sid</i> by Inga Moore (<a href="#">YouTube Read Aloud</a>)  <i>Amanda Bean's Amazing Dream</i> by Cindy Neuschwander (<a href="#">YouTube Read Aloud</a>)  <i>Hershey's Chocolate Math: From Addition to Multiplication</i> by Jerry Pallotta  <i>Hershey's Kisses Multiplication and Division</i> by Jerry Pallotta  <i>The Hershey's Milk Chocolate Multiplication Book</i> by Jerry Pallotta (<a href="#">YouTube Read Aloud</a>)  <i>Stacks of Trouble</i> by Martha F. Brenner (<a href="#">YouTube Read Aloud</a>)  <i>7 x 9 Equals Trouble</i> by Elexus Shockley  <i>2 x 2 = Boo: A Set of Spooky Multiplication Stories</i> by Loreen Leedy (<a href="#">YouTube Read Aloud</a>)  <i>Zero the Hero</i> by Joan Holub and Tom Lichtenheld (<a href="#">YouTube Real Aloud</a>)  <a href="#">Multiplication Read Aloud Resources</a></p>
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<b>Topic:</b> Using Place Value to Multiply		
<b>Student Learning Standard(s):</b>	<b>3.NBT.A.3</b>	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.
<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>• MP.1 Make sense of the problem and persevere in solving them.</li> <li>• MP.2 Reason abstractly and quantitatively.</li> </ul>	



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	<ul style="list-style-type: none"> <li>MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>MP.5 Use appropriate tools strategically.</li> <li>MP.7 Look for and make use of structure.</li> </ul>	<ul style="list-style-type: none"> <li>MP.4 Model with Mathematics.</li> <li>MP.6 Attend to precision.</li> <li>MP.8 Look for and express regularity in repeated reasoning.</li> </ul>
<b>Days: 5</b> 11/18 - 11/22	<b>Focus:</b> Additional Content	<b>Benchmarked Standard:</b> N <b>Fluency Standard:</b> N
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> <i>*All sessions</i> <ul style="list-style-type: none"> <li>Use place-value understanding to multiply a one-digit number by multiples of 10.</li> <li>Use properties of operations to multiply a one-digit number by multiples of 10.</li> </ul>	
<b>Essential Question(s):</b>	What patterns are there when you multiply numbers?	

<b>Core Resources</b>	
<b>Core Whole Group Resources</b>	<b>Core Formative Assessment</b>
<a href="#"><u>Ready Classroom Math Lessons</u></a> <b>Lesson 9</b> - 5 Sessions *Lesson materials per student: base-ten blocks (5 hundreds flats, 20 tens rods)	-RCM Lesson Quizzes -CFAs



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Additional Leveled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<ul style="list-style-type: none"> <li>-Anchor Chart Links</li> <li>-Number Sense Lessons/Resources</li> <li>-Interactive Tools</li> <li>-<a href="#">Multiply by Multiples of 10 YouTube Video</a></li> <li>-<a href="#">Learnzillion Video 3NBTA3</a></li> <li>-<a href="#">Online Manipulatives in Mathigon</a></li> </ul>	<ul style="list-style-type: none"> <li>-iReady Individual Path</li> <li>-iReady Teacher Assigned Lessons</li> <li>-RCM Interactive Practice: NAME</li> <li>-RCM Center Activities</li> <li>-RCM Enrichment Activities</li> <li>-<a href="#">Inside Mathematics</a></li> <li>-Fact Practice for Speed and Accuracy: <a href="#">Xtra Math</a></li> <li>-Fact Practice for Flexibility: <a href="#">Splash Learn</a></li> </ul>	<ul style="list-style-type: none"> <li>-RCM Prerequisite Lessons</li> <li>-RCM Tools for Instruction</li> <li>- <a href="#">Multiply by Multiples of 10 YouTube Video</a></li> <li>-<a href="#">Learnzillion Video 3NBTA3</a></li> <li>-<a href="#">Inside Mathematics</a></li> </ul>
<b>Vocabulary for Students - Unit 2 Digital Word Wall</b>	<b>Mentor Text List</b>	
Factor   multiply   product		





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<b>Topic:</b> Mid-Unit Assessment or Spiral Review	
<b>Days:</b> 1	<b>Mid-Unit Assessment Date:</b> 11/26
<b>Scoring Submission in LinkIt:</b>	<b>Data Review Date:</b>

<b>Topic:</b> Understand the Meaning of Division		
<b>Student Learning Standard(s):</b>	<b>3.OA.A.2</b>	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i>



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<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>• MP.1 Make sense of the problem and persevere in solving them.</li> <li>• MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>• MP.5 Use appropriate tools strategically.</li> </ul>	<ul style="list-style-type: none"> <li>• MP.2 Reason abstractly and quantitatively.</li> <li>• MP.4 Model with Mathematics.</li> <li>• MP.6 Attend to precision.</li> </ul>
<b>Days:</b> 3 12/2 - 12/4	<b>Focus:</b> Major Content	<b>Benchmarked Standard:</b> N <b>Fluency Standard:</b> N
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> <i>*All sessions</i> <ul style="list-style-type: none"> <li>• Understand division as sharing, knowing the number of equal shares or groups and finding the number in each share or group.</li> <li>• Understand division as separating equal shares or groups and finding the number of shares or groups.</li> <li>• Describe stories or contexts for division expressions, such as <math>24 \div 4</math>.</li> </ul>	
<b>Essential Question(s):</b>	How do operations affect numbers? Does order matter?	

<b>Core Resources</b>	
<b>Core Whole Group Resources</b>	<b>Core Formative Assessment</b>
<a href="#"><u>Ready Classroom Math Lessons</u></a> <b>Lesson 10</b> - 3 Sessions *Lesson material per student: Activity sheet: 1 centimeter grid paper	-RCM Lesson Quizzes -CFAs



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Additional Leveled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<ul style="list-style-type: none"> <li>-Anchor Chart Links - <a href="#">3.OA.2</a> , <a href="#">Division Strategies</a></li> <li>-Number Sense Lessons/Resources</li> <li>-Interactive Tools</li> <li><a href="#">3.OA.A.2 Fish Tanks</a></li> <li>Online Division <a href="#">Games</a></li> <li>-Brain Pop Videos:</li> <li><a href="#">Making Equal Groups</a></li> <li><a href="#">Repeated Subtraction</a></li> <li>-LearnZillion: <a href="#">3.OA.2</a></li> <li>-<a href="#">3 Act: Christmas Tree, Division by Ms. Castillos Math</a></li> <li>-<a href="#">Online Manipulatives in Mathigon</a></li> </ul>	<ul style="list-style-type: none"> <li>-iReady Individual Path</li> <li>-iReady Teacher Assigned Lessons</li> <li>-RCM Interactive Practice: NAME</li> <li>-RCM Center Activities</li> <li>-RCM Enrichment Activities</li> <li>-Online Division <a href="#">Games</a></li> <li>-Brain Pop Videos:</li> <li><a href="#">Making Equal Groups</a></li> <li><a href="#">Repeated Subtraction</a></li> <li>-LearnZillion: <a href="#">3.OA.2</a></li> <li>-<a href="#">Inside Mathematics</a></li> <li>-Fact Practice for Speed and Accuracy: <a href="#">Xtra Math</a></li> <li>-Fact Practice for Flexibility: <a href="#">Splash Learn</a></li> <li>-<a href="#">K-5 Math Teaching Resources: Identify the Unknown</a></li> </ul>	<ul style="list-style-type: none"> <li>-RCM Prerequisite Lessons</li> <li>-RCM Tools for Instruction</li> <li>-<a href="#">3.OA.A.2 Fish Tanks</a></li> <li>Online Division <a href="#">Games</a></li> <li>-Connect multiplication to division using <b>equal groups and sharing</b> (up to 100).</li> <li>-Explain division as breaking apart a total # of items in to a certain # of groups to find the # in each group <b>AND</b> as breaking apart the total number of items into # in each group to find how many equal groups there are.</li> <li>-<a href="#">Inside Mathematics</a></li> </ul>
<b>Vocabulary for Students</b> - Unit 2 Digital Word Wall	<b>Mentor Text List</b>	
Array   divide   division   equation	<i>The Doorbell Rang</i> by Pat Hutchins <a href="#">YouTube Read Aloud</a> <i>Divide and Ride</i> by Stuart J. Murphy <a href="#">YouTube Read Aloud</a>	



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	<p><i>The Great Divide: A Mathematical Marathon</i> by Dayle Ann Dodds  <a href="#">YouTube Read Aloud</a></p> <p><i>Bean Thirteen</i> by Math McElligott <a href="#">YouTube Read Aloud</a></p> <p><i>A Remainder of One</i> by Elinor J. Pinczes <a href="#">YouTube Read Aloud</a></p> <p><i>Hershey's Kisses Multiplication and Division</i> by Jerry Pallotta</p>
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<b>Topic:</b> Understand how Multiplication and Division are Connected		
<b>Student Learning Standard(s):</b>	<b>3.OA.B.6</b>	Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i>
<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>• MP.1 Make sense of the problem and persevere in solving them.</li> <li>• MP.2 Reason abstractly and quantitatively.</li> <li>• MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>• MP.4 Model with Mathematics.</li> </ul>	



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	<ul style="list-style-type: none"> <li>MP.5 Use appropriate tools strategically.</li> <li>MP.7 Look for and make use of structure.</li> </ul>	<ul style="list-style-type: none"> <li>MP.6 Attend to precision.</li> </ul>
<b>Days: 3</b> 12/5 - 12/9	<b>Focus:</b> Major Content	<b>Benchmarked Standard: N</b> <b>Fluency Standard: N</b>
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> <i>*All sessions</i> <ul style="list-style-type: none"> <li>Understand the relationship between multiplication and division.</li> <li>Demonstrate informally that related multiplication and division equations form fact families.</li> <li>Find the unknown number in a whole-number multiplication or division equation.</li> </ul>	
<b>Essential Question(s):</b>	How are multiplication and division related?	

<b>Core Resources</b>	
<b>Core Whole Group Resources</b>	<b>Core Formative Assessment</b>
<a href="#"><u>Ready Classroom Math Lessons</u></a> <b>Lesson 11</b> - 3 Sessions *Lesson material per student: 12 counters	-RCM Lesson Quizzes -CFAs
<b>Additional Leveled Resources</b>	



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Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<ul style="list-style-type: none"> <li>-Anchor Chart Links</li> <li>-Number Sense Lessons/Resources</li> <li>-Interactive Tools</li> <li>-LearnZillion Resources <a href="#">3.OA.6</a></li> <li><a href="#">-Online Manipulatives in Mathigon</a></li> <li>-Grade 3 NJSLA Reasoning/Modeling Problems Slide #23</li> <li>-Grade 3 NJSLA Reasoning/Modeling Problems Slide #24</li> </ul>	<ul style="list-style-type: none"> <li>-iReady Individual Path</li> <li>-iReady Teacher Assigned Lessons</li> <li>-RCM Interactive Practice: NAME</li> <li>-RCM Center Activities</li> <li>-RCM Enrichment Activities</li> <li>-Fact Families</li> <li>-Connect multiplication and division.</li> <li>-Write multiplication equations with a missing factor to solve division equations.</li> <li><a href="#">-3.OA.6 Scoot</a> (TPT)</li> <li><a href="#">-3.OA.6 Resources</a> (TPT)</li> <li><a href="#">-Inside Mathematics</a></li> <li>-Fact Practice for Speed and Accuracy: <a href="#">Xtra Math</a></li> <li>-Fact Practice for Flexibility: <a href="#">Splash Learn</a></li> </ul>	<ul style="list-style-type: none"> <li>-RCM Prerequisite Lessons</li> <li>-RCM Tools for Instruction</li> <li>-Fact Families</li> <li>-Connect multiplication and division.</li> <li>-Write multiplication equations with a missing factor to solve division equations.</li> <li><a href="#">-Valentine's Division as a Missing Factor</a> (TPT)</li> <li><a href="#">-3.OA.6 Scoot</a> (TPT)</li> <li><a href="#">-3.OA.6 Resources</a> (TPT)</li> <li>-LearnZillion Resources <a href="#">3.OA.6</a></li> <li><a href="#">-Inside Mathematics</a></li> </ul>
<b>Vocabulary for Students - Unit 2 Digital Word Wall</b>	<b>Mentor Text List</b>	
Division divide equation factor multiplication factor multiply product quotient	<i>Hershey's Kisses Multiplication and Division</i> by Jerry Pallotta	



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Topic: Multiplication and Division Facts		
Student Learning Standard(s):	3.OA.A.4	-Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \square \div 3</math>, <math>6 \times 6 = ?</math>.</i>
	3.OA.C.7	-Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.



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<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>MP.1 Make sense of the problem and persevere in solving them.</li> <li>MP.2 Reason abstractly and quantitatively.</li> <li>MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>MP.4 Model with Mathematics.</li> <li>MP.5 Use appropriate tools strategically.</li> <li>MP.6 Attend to precision.</li> <li>MP.7 Look for and make use of structure.</li> <li>MP.8 Look for and express regularity in repeated reasoning.</li> </ul>	
<b>Days: 3</b> 12/10 - 12/12	<b>Focus:</b> Major Content	<b>Benchmarked Standard:</b> N <b>Fluency Standard:</b> Y OAC7
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> <i>*All sessions</i> <ul style="list-style-type: none"> <li>Fluently multiply and divide within 100.</li> <li>Use fact families and the relationship between multiplication and division to find unknown whole numbers in multiplication and division equations.</li> <li>Solve word problems using equations with the unknown whole number in different places in the equations.</li> </ul>	
<b>Essential Question(s):</b>	How do mathematical models/representations shape our understanding of mathematics? How do operations affect numbers? Does order matter?	
<b>Core Resources</b>		





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Core Whole Group Resources		Core Formative Assessment
<p><b><u>Ready Classroom Math Lessons</u></b>  <b>Lesson 12</b> - 4 Sessions <i>(*Combine Session 3 &amp; Session 4)</i>            *Lesson material per student: 30 counters</p>		<p>-RCM Lesson Quizzes -CFAs</p>
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<p>-Anchor Chart Links <a href="#">3.OA.4</a></p> <p>-Number Sense Lessons/Resources</p> <p>-Interactive Tools</p> <p>-LearnZillion Resources <a href="#">3.OA.4</a></p> <p>-<a href="#">Would You Rather Chocolate Activity by John Stevens</a></p> <p>-<a href="#">Online Manipulatives in Mathigon</a></p>	<p>-iReady Individual Path</p> <p>-iReady Teacher Assigned Lessons</p> <p>-RCM Interactive Practice: NAME</p> <p>-RCM Center Activities</p> <p>-RCM Enrichment Activities</p> <p>-<a href="#">Inside Mathematics</a></p> <p>-Fact Practice for Speed and Accuracy: <a href="#">Xtra Math</a></p> <p>-Fact Practice for Flexibility: <a href="#">Splash Learn</a></p> <p>-<a href="#">K-5 Math Teaching Resources: Missing Numbers Division</a></p> <p>-<a href="#">Would You Rather Chocolate Activity by John Stevens</a></p> <p>-<a href="#">Card Sorts for Multiplication and Division by Desmos</a></p>	<p>-RCM Prerequisite Lessons</p> <p>-RCM Tools for Instruction</p> <p>-LearnZillion Resources <a href="#">3.OA.4</a></p> <p>-<a href="#">Inside Mathematics</a></p>
<b>Vocabulary for Students</b> - Unit 2 Digital Word Wall		<b>Mentor Text List</b>



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Division equation    factor    multiplication equation    multiplication table    product    quotient	
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<b>Topic: Understand Patterns</b>		
<b>Student Learning Standard(s):</b>	<b>3.OA.D.9</b>	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i>
<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>• MP.1 Make sense of the problem and persevere in solving them.</li> <li>• MP.2 Reason abstractly and quantitatively.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>• MP.5 Use appropriate tools strategically.</li> <li>• MP.7 Look for and make use of structure. reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• MP.4 Model with Mathematics.</li> <li>• MP.6 Attend to precision.</li> <li>• MP.8 Look for and express regularity in repeated</li> </ul>
<b>Days: 3</b> 12/13 - 12/17	<b>Focus:</b> Major Content	<b>Benchmarked Standard: N</b> <b>Fluency Standard:N</b>
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> <i>*All sessions</i> <ul style="list-style-type: none"> <li>• Use hundreds charts, addition tables, and multiplication tables to model addition and multiplication patterns and explain why the patterns make sense.</li> <li>• Use number properties (informally) to find and explain patterns.</li> <li>• Use knowledge of even and odd numbers to find and explain patterns.</li> </ul>	
<b>Essential Question(s):</b>	What is a pattern? How are showing and explaining different?	

<b>Core Resources</b>	
<b>Core Whole Group Resources</b>	<b>Core Formative Assessment</b>
<a href="#">Ready Classroom Math Lessons</a> <b>Lesson 13</b> - 3 Sessions	-RCM Lesson Quizzes -CFAs



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Additional Leveled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<ul style="list-style-type: none"><li>-Anchor Chart Links <a href="#">3.OA.D9</a></li><li>-Number Sense Lessons/Resources</li><li>-Interactive Tools</li><li>LearnZillion: <a href="#">3.OA.A3 Word Problems Using Equal Groups</a></li><li>-<a href="#">Online Manipulatives in Mathigon</a></li> <li>-<a href="#">Bucky the Badger by Dan Meyer</a></li><li>-<a href="#">Better Lesson - Patterns in a Table</a></li><li>-Grade 3 NJSLA Reasoning/Modeling Problems Slide #10</li><li>-Grade 3 NJSLA Reasoning/Modeling Problems Slide #26</li></ul>	<ul style="list-style-type: none"><li>-iReady Individual Path</li><li>-iReady Teacher Assigned Lessons</li><li>-RCM Interactive Practice: NAME</li><li>-RCM Center Activities</li><li>-RCM Enrichment Activities</li><li>-<a href="#">Inside Mathematics</a></li><li>-Fact Practice for Speed and Accuracy: <a href="#">Xtra Math</a></li><li>-Fact Practice for Flexibility: <a href="#">Splash Learn</a></li></ul>	<ul style="list-style-type: none"><li>-RCM Prerequisite Lessons</li><li>-RCM Tools for Instruction</li><li>-<a href="#">Inside Mathematics</a></li></ul>



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<b>Vocabulary for Students - Unit 2 Digital Word Wall</b>	<b>Mentor Text List</b>	
Addend product	even number rule	factor   multiplication table   odd number

<b>Topic:</b> Unit Review and Unit Assessment	
<b>Days:</b> 2	<b>Review Date:</b> 12/18 <b>Unit Assessment Date:</b> 12/19
<b>Scoring Submission in LinkIt:</b>	<b>Data Review Date:</b>

*\*Math In Action Lessons can be completed if time allows within the unit. They may also be used for differentiation for G&T students.*

<b>Topic:</b> Applying Our Knowledge		
<b>Student Learning Standard(s):</b>	<b>3.OA.A.1</b>  <b>3.OA.A.3</b>	-Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe and/or represent a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i> -Use multiplication and division within 100 to solve word problems in situations involving equal groups,



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	<b>3.OA.B.5</b>	<p>arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>-Apply properties of operations as strategies to multiply and divide.<sup>2</sup> <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i></p>
<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>• MP.1 Make sense of the problem and persevere in solving them.</li> <li>• MP.2 Reason abstractly and quantitatively.</li> <li>• MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>• MP.4 Model with Mathematics.</li> <li>• MP.5 Use appropriate tools strategically.</li> <li>• MP.6 Attend to precision.</li> <li>• MP.7 Look for and make use of structure.</li> <li>• MP.8 Look for and express regularity in repeated reasoning.</li> </ul>	
<b>Days:</b> 0	<b>Focus:</b> Major Content	<b>Benchmarked Standard:</b> Y OA3 <b>Fluency Standard:</b> N
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> Apply strategies of multiplication, patterns, and properties to find the total number of combinations on a coke freestyle machine	
<b>Essential Question(s):</b>	How do mathematical models/representations shape our understanding of mathematics? How do basic operations build our understanding of math?	



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Core Resources		
Core Whole Group Resources	Core Formative Assessment	
<p><b>How Many Soda Combinations are there on a Coke Freestyle? PBL By Robert Kaplinsky</b>  <a href="https://robertkaplinsky.com/work/how-many-soda-combinations-are-there-on-a-coke-freestyle/">https://robertkaplinsky.com/work/how-many-soda-combinations-are-there-on-a-coke-freestyle/</a></p>	<ul style="list-style-type: none"> <li>-RCM Lesson Quizzes</li> <li>-CFAs</li> </ul>	
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<ul style="list-style-type: none"> <li>-Anchor Chart Links</li> <li>-Number Sense Lessons/Resources</li> <li>-Interactive Tools</li> <li>-<a href="#">Ready Classroom Math Lessons</a></li> <li><b>Math In Action</b></li> <li>-<a href="#">Online Manipulatives in Mathigon</a></li> </ul>	<ul style="list-style-type: none"> <li>-iReady Individual Path</li> <li>-iReady Teacher Assigned Lessons</li> <li>-RCM Interactive Practice: NAME</li> <li>-RCM Center Activities</li> <li>-RCM Enrichment Activities</li> <li>-<a href="#">Inside Mathematics</a></li> <li>-Fact Practice for Speed and Accuracy: <a href="#">Xtra Math</a></li> <li>-Fact Practice for Flexibility: <a href="#">Splash Learn</a></li> </ul>	<ul style="list-style-type: none"> <li>-RCM Prerequisite Lessons</li> <li>-RCM Tools for Instruction</li> <li>-<a href="#">Inside Mathematics</a></li> </ul>
<b>Computer Science (8.1) and Design Thinking (8.2)</b>		



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8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

### Preparation for College, Careers, and Beyond

**Career Ready Practices**

**Personal Financial Literacy (9.1), Career Awareness, Exploration, and**





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	<b>Preparation (9.2), Life Literacies and Key Skills (9.4)</b>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors</p> <p>9.1.5.CP.1: Identify the advantages of maintaining a positive credit history</p> <p>9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."</p> <p>9.1.5.EG.2: Describe how tax monies are spent</p> <p>9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy</p> <p>9.1.5. EG.5: Identify sources of consumer protection and assistance.</p> <p>9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.</p> <p>9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.</p> <p>9.1.5.FP.2: Identify the elements of being a good steward of money.</p> <p>9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p> <p>9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</p> <p>9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.</p>



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9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.  
 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).  
 9.1.5.RMI.1: Identify risks that individuals and households face.  
 9.1.5.RMI.2: Justify reasons to have insurance.

<b>Personal Financial Literacy (Standard 9.1)</b>	
<b>Strand A</b>	<b>Income and Careers</b>
<b>Strand B</b>	<b>Money Management</b>
<b>Strand C</b>	<b>Credit and Debt Management</b>
<b>Strand D</b>	<b>Planning, Saving, and Investing</b>
<b>Strand E</b>	<b>Becoming a Critical Consumer</b>
<b>Strand F</b>	<b>Civic and Financial Responsibility</b>
<b>Strand G</b>	<b>Insuring and Protecting</b>
<b>Career Awareness, Exploration, and Preparation (Standard 9.2)</b>	
<b>Strand A</b>	<b>Career Awareness (by end of Grade 4)</b>
<b>Strand B</b>	<b>Career Exploration (by end of Grade 8)</b>
<b>Strand C</b>	<b>Career Preparation (by end of Grade 12)</b>

**Cross-Curricular Connections**

<b>Interdisciplinary Connections</b>	<b>Technology Integration and Literacy</b>
<ul style="list-style-type: none"> <li>Literature connections (math mentor texts identified in “Resources and Activities”)</li> <li>Math journals</li> </ul>	<p>Online links and possible resources for the integration of technology into lessons are embedded within the “Possible Resources and Activities” column for each Topic area.</p>



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- Math word wall
- Literacy Connections & Activities Ready Classroom Math

<b>Possible Modifications and Accommodations</b>			
<b>Special Education/504 Plans</b>	<b>At-Risk</b>	<b>Gifted</b>	<b>English Language Learners</b>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>● Number line on desk</li> <li>● Extra time on timed calculation assessments</li> <li>● Use of a calculator or chart of basic facts for computation</li> <li>● Use of a graphic organizer to plan ways to solve math problems</li> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Basic computation – use counters</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.</p> <p><i>*Refer to the individual student Math Plan for <b>specific interventions.</b></i></p>	<p><i>*Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.</i></p> <p>Differentiating instruction based on:</p> <ul style="list-style-type: none"> <li>● <b>Content:</b> What is taught or the material used</li> <li>● <b>Process:</b> How it is taught or support given or student grouping or environment</li> <li>● <b>Product:</b> What students produce</li> </ul> <p>To differentiate <b>content</b> consider:</p> <ul style="list-style-type: none"> <li>● Using different resources that have less explicit information (e.g., tiering assignments - consider what would make the content more complex to digest for gifted students)               <ul style="list-style-type: none"> <li>○ <b>For Example:</b> tiering problem solving scenarios making a gifted learner's scenario more complex</li> <li>○ <b>For Example:</b> gifted students could work on deriving the procedure for an abstract concept</li> </ul> </li> <li>● Organizing ideas through graphic organizers</li> <li>● Using a learning contract (learning contracts are <i>individualized</i> and allow students to participate in designing their own learning which is motivating for gifted students)</li> <li>● Using jigsaws</li> </ul>	<ul style="list-style-type: none"> <li>● Continue practicing vocabulary</li> <li>● Demonstrate that vocabulary can have multiple meanings</li> <li>● Encourage bilingual supports among students</li> <li>● Provide visual cues, graphic representations, gestures, and pictures</li> <li>● Rephrase math problems when appropriate</li> <li>● Build knowledge from real-world examples</li> <li>● Provide manipulatives and symbols</li> <li>● Have students estimate each other's heights</li> <li>● Have students measure themselves and one another</li> <li>● Have students relate an object they know with a unit of measure</li> </ul>



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<ul style="list-style-type: none"> <li>● Differentiated center-based small group instruction</li> <li>● Fractions – use fraction blocks</li> <li>● Provide a copy of mathematical equations, class notes, and examples for math notebooks</li> <li>● Highlight or underline key words in word problems</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Place value – use place value blocks</li> <li>● Provide graph paper for arrays</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Offer small and large graph paper options</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Using orbital studies (differ from independent investigations and is meant as an extension of the topics covered in class into specific fields of study e.g., manufacturing)</li> </ul> <p>To differentiate the <b>process</b> consider:</p> <ul style="list-style-type: none"> <li>● How students are grouped</li> <li>● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level)             <ul style="list-style-type: none"> <li>○ <b>For Example:</b>  <i>Below-Grade-Level Question:</i> ●●●●●● + ? =                  ●●●●●●●●●●</li> <li><i>On-Grade-Level Question (Grade 1):</i> 6 + ? = 10</li> <li><i>Above-Grade-Level Question:</i> Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy?</li> </ul> </li> </ul> <p>To differentiate the <b>product</b> consider:</p> <ul style="list-style-type: none"> <li>● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels)</li> <li>● Using a menu of options (each item is assigned a point value and students select the route to take)</li> <li>● Using open ended tasks (have more than one correct answer and/or more than one way to get to/explain an answer)             <ul style="list-style-type: none"> <li>○ <b>For Example:</b> (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement.                  □□ - □□ = □□ + □□ (<a href="#">Open Middle Link</a>)</li> <li>○ <b>For Example:</b> (Grade 3) Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Encourage peer discussions regarding how students are thinking about math</li> <li>● RCM Unit Connect Language Development to Mathematics</li> </ul>
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<b>Individualized Learning Opportunities</b>			
Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. iReady			