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Lesson plans will be modified as needed
 Accommodations given per IEP Unit 1:

Grade 3: ELA

Sigler/Parker

Strange Power of Volcanoes" RI 3.1, 3.2 and 3.3 finding main idea and details sequence					8/30/19 CFA: "The Lost Camel"
August 26 9/3/19	9	RI.3.1, RI.3.2, RI.3.5, RI.3.7 W.3.2, W.3.4, W.3.7, W.3.8, W.3.10 SL.3.2, SL.3.4	<ul style="list-style-type: none"> identify key details and main idea 	Discuss the key details and main idea of your chapter. Write your notes on your main idea and details chart.	
August 27 9/4/19	10	RI.3.1, RI.3.2, RI.3.5, RI.3.7 W.3.2, W.3.4, W.3.7, W.3.8, W.3.10 SL.3.2, SL.3.4	<ul style="list-style-type: none"> text features determine the meaning of words using context clues 	How do the text features in " My Librarian is a Camel" help you understand how books are brought to children around the world?	
August 28 9/5/19	11	RI.3.1, RI.3.2, RI.3.5, RI.3.7 W.3.2, W.3.4, W.3.7, W.3.8, W.3.10 SL.3.2, SL.3.4	<ul style="list-style-type: none"> identify the characteristics of a strong presentation 	Take turns practicing a strong presentation with a partner from your research group.	CFA: "The Lost Camel" Folklore
August 29 9/6/19	12	RI.3.1, RI.3.2, RI.3.5, RI.3.7 W.3.2, W.3.4, W.3.7, W.3.8, W.3.10 SL.3.2, SL.3.4	<ul style="list-style-type: none"> deliver presentations in jigsaw groups 	Give a strong presentation about your country's library system to your small group.	
August 30th CFA Unit 3 Toolbox Big Bugs and The Praying Mantis- with writing task RI 3.4, 3.5 and 3.6 RI 3.4- Unfamiliar words RI 3.5- Text Features RI 3.6- Author's Point of View					
September 2nd- Labor Day No School					

Friday- Grade level assessments

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Overview of Module Topics and Lesson Objectives

Standards	Topics and Objectives	Days
3.OA.1 3.OA.3 8/19-23	A Multiplication and the Meaning of the Factors Lesson 1: Understand <i>equal groups of</i> as multiplication. Lesson 2: Relate multiplication to the array model. Lesson 3: Interpret the meaning of factors—the size of the group or the number of groups.	3
3.OA.2 3.OA.6 3.OA.3 3.OA.4 8/26-30	B Division as an Unknown Factor Problem Lesson 4: Understand the meaning of the unknown as the size of the group in division. Lesson 5: Understand the meaning of the unknown as the number of groups in division. Lesson 6: Interpret the unknown in division using the array model.	3
3.OA.1 3.OA.5 3.OA.3 3.OA.4	C Multiplication Using Units of 2 and 3 Lessons 7–8: Demonstrate the commutativity of multiplication, and practice related facts by skip-counting objects in array models. Lesson 9: Find related multiplication facts by adding and subtracting equal groups in array models. Lesson 10: Model the distributive property with arrays to decompose units as a strategy to multiply.	4
Week Begins 9/3/19	Mid-Module Assessment: Topics A–C (assessment ½ day, return ½ day, remediation or further applications 1 day)	2
3.OA.2 3.OA.4 3.OA.6 3.OA.7 3.OA.3 3.OA.8	D Division Using Units of 2 and 3 Lesson 11: Model division as the unknown factor in multiplication using arrays and tape diagrams. Lesson 12: Interpret the quotient as the number of groups or the number of objects in each group using units of 2. Lesson 13: Interpret the quotient as the number of groups or the number of objects in each group using units of 3.	3

Friday - grade level assessments

Standards	Topics and Objectives	Days
3.OA.5 3.OA.7 3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.6	E Multiplication and Division Using Units of 4 Lesson 14: Skip-count objects in models to build fluency with multiplication facts using units of 4. Lesson 15: Relate arrays to tape diagrams to model the commutative property of multiplication. Lesson 16: Use the distributive property as a strategy to find related multiplication facts. Lesson 17: Model the relationship between multiplication and division.	4
3.OA.3 3.OA.5 3.OA.7 3.OA.8 3.OA.1 3.OA.2 3.OA.4 3.OA.6	F Distributive Property and Problem Solving Using Units of 2–5 and 10 Lessons 18–19: Apply the distributive property to decompose units. Lesson 20: Solve two-step word problems involving multiplication and division, and assess the reasonableness of answers. Lesson 21: Solve two-step word problems involving all four operations, and assess the reasonableness of answers.	4
	End-of-Module Assessment: Topics A–F (assessment ½ day, return ½ day, remediation or further application 1 day)	2
Total Number of Instructional Days		25

Terminology

New or Recently Introduced Terms

- Array⁶ (arrangement of objects in rows and columns)
- Commutative property/commutative (e.g., rotate a rectangular array 90 degrees to demonstrate that factors in a multiplication sentence can switch places)
- Equal groups (with reference to multiplication and division; one factor is the number of objects in a group and the other is a multiplier that indicates the number of groups)
- Distribute (with reference to the distributive property, e.g., in $12 \times 3 = (10 \times 3) + (2 \times 3)$ the 3 is the multiplier for each part of the decomposition)
- Divide/division (partitioning a total into equal groups to show how many equal groups add up to a specific number, e.g., $15 \div 5 = 3$)

⁶Originally introduced in Grade 2, Module 6 but treated as new vocabulary in this module.