Unit 3: Addition and Subtraction Strategies and Applications

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is for students to learn and apply addition and subtraction strategies within 1,000. Students will also learn perimeter and time measurement and intervals.

ESSENTIAL QUESTIONS

Module 9

- How can we identify number patterns?
- How can we use mental math strategies for addition and subtraction?
- What is estimation and how can we use it with sums and differences?

Module 10

- How can we use expanded form to add?
- How can we use place value to add or subtract?
- How can we model and solve two-step problems?

Module 11

- What is perimeter and how can we find it?

Module 12

- How can we tell and write time to the minute?
- How can we measure time intervals and solve time interval problems?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

MATH.3.OA	Operations and Algebraic Thinking
MATH.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MATH.3.OA.B.6	Understand division as an unknown-factor problem.
MATH.3.OA.C.7	With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MATH.3.OA.D.8	Solve two-step word problems, including problems involving money, using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MATH.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.
MATH.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MATH.3.NBT.A.2	With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MATH.3.M.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
MATH.3.M.B.3	Recognize area as an attribute of plane figures and understand concepts of area measurement.
MATH.3.M.B.5.a	Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.
MATH.3.M.B.5.b	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
MATH.3.M.C.6	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
MATH.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

PRE-ASSESSMENTS

Module 9- Addition and Subtraction Strategies, Are You Ready?, pg. 240

Module 10- Addition and Subtraction within 1,000, Are You Ready?, pg. 268

Module 11- Understand Perimeter, Are You Ready?, pg. 302

Module 12- Time Measurement and Intervals, Are You Ready?, pg. 326

INSTRUCTIONAL PLAN

MODULE 9

Module 9- Addition and Subtraction Strategies

LESSON 9.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	9.1- We are learning to identify and explain number patterns on the addition table by applying the Commutative and Identity Properties of Addition and by describing sums as even or odd.
Student Learning Strategies	Students will: - use square tiles, connecting cubes and an addition table to identify arithmetic patterns.
Success Criteria	I can identify number patterns on an addition table. I can use the Identity and Commutative Properties of Addition to complete equations.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 241, 242, 243 **Check for Understanding** page 243 **Own Your Own** page 244
Activities and Resources	**Warm Up** Spark Your Learning page 241 **Mini Lesson** Build Understanding page 242 **Guided Practice** Step It Out pages 243 **Independent Practice** Check Understanding page 243 Exit Ticket Online Resource **Plan for differentiated instruction** page 241c **Small Group Options**

	On Track - page 241c Addition table Digit Cards (0-9) Almost There - page 241c Tabletop Flipchart Lesson 9.1 Ready for More - page 241c Addition table Digit Cards (0-9) **Math Center Options** On Track • More Practice/Homework 9.1 • Fluency builder: Multiplication level 1 • Interactive glossary • Standards Practice: Identify and explain arithmetic patterns Almost There • Reteach 9.1 • Interactive Reteach 9.1 Ready for More • Challenge 9.1 • Interactive Challenge 9.1 **Resources** *IntoMath* Teacher Edition Module 9
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also

very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a

different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

LESSON 9.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	9.2- We are learning to use mental math strategies to find sums and differences.
Student Learning Strategies	Students will: - use place-value charts, number lines, and mental math strategies to find sums and differences
Success Criteria	I can use mental math strategies to add and subtract with 2- and 3-digit numbers.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 245, 246, 247 **Check for Understanding** page 247 **Own Your Own** page 247
Activities and Resources	**Warm Up** Spark Your Learning page 245 **Mini Lesson** Build Understanding page 246 **Guided Practice** Step It Out pages 247 **Independent Practice** Check Understanding page 247 Exit Ticket Online Resource **Plan for differentiated instruction** page 245c **Small Group Options** On Track - page 245c Digit Cards (0-9) Almost There - page 245c Tabletop Flipchart Lesson 9.2 Ready for More - page 245c **Math Center Options** On Track • More Practice/Homework 9.2 • Fluency builder: Division level 1 Almost There • Reteach 9.2 • Interactive Reteach 9.2 Ready for More • Challenge 9.2 • Interactive Challenge 9.2 **Resources** *IntoMath* Teacher Edition Module 9

Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them. Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts. Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

	Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MA.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

LESSON 9.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	9.3- We are learning to use the Commutative and Associate Properties of Addition to add more than two addends.
Student Learning Strategies	Students will: - use base-ten blocks, number lines, place-value chart to assist with adding more than two addends - use the Commutative and Associative Property of addition to find sums
Success Criteria	I can use the Commutative and Associate Properties of Addition to find the sum of more than two addends
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 249, 250, 251 **Check for Understanding** page 251 **Own Your Own** page 252
Activities and Resources	**Warm Up** Spark Your Learning page 249 **Mini Lesson** Build Understanding page 250

Guided Practice Step It Out pages 251

Independent Practice Check Understanding page 251

Exit Ticket Online Resource

Plan for differentiated instruction page 249c

Small Group Options

On Track - page 249c

Digit Cards (0-9)

Almost There - page 249c

Tabletop Flipchart Lesson 9.3

Ready for More - page 249c

Digit Cards (0-9)

Math Center Options

On Track

More Practice/Homework 9.3

Fluency Maintenance: Addition

Interactive glossary

Poggles MX: Real Numbers, Level 22

Poggles MX: Operations, Level 25

-

Almost There

-

  Reteach 9.3

-

  Interactive Reteach 9.3

	• RtI Tier 3 Skill: Add in any order Ready for More • Challenge 9.3 • Interactive Challenge 9.3 **Resources** *IntoMath* Teacher Edition Module 9
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MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

LESSON 9.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	9.4- We are learning to use mental math strategies to assess reasonableness of sums and differences.
Student Learning Strategies	Students will: -use base-ten blocks, number lines, and mental math

	strategies to find sums and differences
Success Criteria	I can use mental math to determine the reasonableness of statements and answers.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 253, 254 **Check for Understanding** page 255 **Own Your Own** page 256
Activities and Resources	**Warm Up** Spark Your Learning page 253 **Mini Lesson** Build Understanding page 254 **Guided Practice** Step It Out pages 255 **Independent Practice** Check Understanding page 255 Exit Ticket Online Resource **Plan for differentiated instruction** page 253c **Small Group Options** On Track - page 253c Index cards Almost There - page 253c Tabletop Flipchart Lesson 9.4 Ready for More - page 253c MathBoards **Math Center Options** On Track More Practice/Homework 9.4 Fluency maintenance: Addition and Subtraction My learning summary Poggles MX: Operations, level 25 Almost There

	Reteach 9.4 Interactive Reteach 9.4 Ready for More Challenge 9.4 Interactive Challenge 9.4 **Resources** *IntoMath* Teacher Edition Module 9
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MA.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
MA.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

LESSON 9.5

Student Learning Intentions (SLI) WALT:	9.5- We are learning to round whole numbers to the

(We are learning to…)	nearest ten or hundred.
Student Learning Strategies	Students will: -use number lines and place-value charts to round numbers
Success Criteria	I can use and explain how to use place value to round whole numbers to the nearest ten or hundred.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 257, 258 **Check for Understanding** page 259 **Own Your Own** page 260
Activities and Resources	**Warm Up** Spark Your Learning page 257 **Mini Lesson** Build Understanding page 258 **Guided Practice** Step It Out pages 259 **Independent Practice** Check Understanding page 259 Exit Ticket Online Resource **Plan for differentiated instruction** page 257c **Small Group Options** On Track - page 257c Almost There - page 257c Tabletop Flipchart Lesson 9.5 Ready for More - page 257c MathBoards **Math Center Options** On Track More Practice/Homework 9.5 Interactive glossary Almost There Reteach 9.5

	Interactive Reteach 9.5 RtI Tier 2 Skill 15: Hundreds, tens, and ones Ready for More Challenge 9.5 Interactive Challenge 9.5 **Resources** *IntoMath* Teacher Edition Module 9
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working

memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their

thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and

	find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself. Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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.
MA.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

LESSON 9.6

Student Learning Intentions (SLI) WALT:	9.6- We are learning to use rounding and compatible numbers to estimate sums and differences.

(We are learning to…)	
Student Learning Strategies	Students will: -use number lines and place-value charts to round numbers and find sums and differences.
Success Criteria	I can use rounding and compatible numbers to estimate sums and differences and solve problems.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 261, 262, 263 **Check for Understanding** page 263 **Own Your Own** page 264
Activities and Resources	**Warm Up** Spark Your Learning page 261 **Mini Lesson** Build Understanding page 262 **Guided Practice** Step It Out pages 263 **Independent Practice** Check Understanding page 263 Exit Ticket Online Resource **Plan for differentiated instruction** page 261c **Small Group Options** On Track - page 261c Index cards Almost There - page 261c Tabletop Flipchart Lesson 9.6 Ready for More - page 261c Digit Cards (0-9) **Math Center Options** On Track More Practice/Homework 9.6 Fluency Maintenance: Subtraction Interactive glossary

	My learning summary Almost There Reteach 9.6 Interactive Reteach 9.6 Ready for More Challenge 9.6 Interactive Challenge 9.6 **Resources** *IntoMath* Teacher Edition Module 9
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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.
MA.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

MODULE 10

LESSON 10.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	10.1- We are learning to use expanded form and partial sums to add 2- and 3- digit numbers.
Student Learning Strategies	Students will: -use base-ten blocks and place-value charts to find sums -use expanded form and partial sums to add 2- and 3 digit numbers
Success Criteria	I can use expanded form and partial sums to add 2- and 3- digit numbers.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 269, 270, 271 **Check for Understanding** page 271 **Own Your Own** page 272
Activities and Resources	**Warm Up** Spark Your Learning page 269 **Mini Lesson** Build Understanding page 270 **Guided Practice** Step It Out pages 271 **Independent Practice** Check Understanding page 271 Exit Ticket Online Resource **Plan for differentiated instruction** page 269c **Small Group Options** On Track - page 269c Index Almost There - page 269c Tabletop Flipchart Lesson 10.1 Ready for More - page 269c Digit Cards (0-9) **Math Center Options** On Track

	More Practice/Homework 10.1 Interactive glossary Poggles MX: Real numbers, level 19, build numbers Almost There Reteach 10.1 Interactive Reteach 10.1 RtI Tier 2 Skill 15: Hundreds, tens, ones Ready for More Challenge 10.1 Interactive Challenge 10.1 **Resources** *IntoMath* Teacher Edition Module 10
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand

and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two

to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

LESSON 10.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	10.2- We are learning to use place-value strategies to add 2- and 3- digit numbers.
Student Learning Strategies	Students will: - use base-ten blocks to to show place value - use place value strategies to add 2- and 3- digit numbers
Success Criteria	I can use place value and regrouping to add 2- and 3- digit numbers.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 273, 275, 276 **Check for Understanding** page 276 **Own Your Own** page 277-278
Activities and Resources	**Warm Up** Spark Your Learning page 273 **Mini Lesson** Build Understanding page 274-275 **Guided Practice** Step It Out pages 276 **Independent Practice** Check Understanding page 276 Exit Ticket Online Resource **Plan for differentiated instruction** page 273c **Small Group Options** On Track - page 273c Place-value charts Digit Cards (0-9) Almost There - page 273c Tabletop Flipchart Lesson 10.2 Ready for More - page 273c Place-value charts Digit Cards (0-9) **Math Center Options** On Track

	More Practice/Homework 10.2 Interactive glossary Fluency Builder: Addition level 1 Poggles MX: Real numbers, level 20, Multidigit Addition Poggles MX: Operations, level 25, Group to get 10s Poggles MX: Operations, level 22, Add one to hundreds Almost There Reteach 10.2 Interactive Reteach 10.2 Ready for More Challenge 10.2 Interactive Challenge 10.2 **Resources** *IntoMath* Teacher Edition Module 10
Suggested Modifications	**English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool

The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or

instructions are given in limited numbers. Give directions/instructions verbally and in simple written format Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion

	of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

LESSON 10.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	10.3- We are learning to use flexible grouping to combine place values to subtract 2- and 3- digit numbers.
Student Learning Strategies	Students will: - use base-ten blocks to subtract numbers. - use flexible grouping to help subtract 2- and 3- digit numbers.
Success Criteria	I can combine place values and use flexible grouping to subtract 2- and 3- digits numbers.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 279, 280, **Check for Understanding** page 281 **Own Your Own** page 282
Activities and Resources	**Warm Up** Spark Your Learning page 279 **Mini Lesson** Build Understanding page 80 **Guided Practice** Step It Out pages 281 **Independent Practice** Check Understanding page 281 Exit Ticket Online Resource **Plan for differentiated instruction** page 279c **Small Group Options** On Track - page 279c Index cards

Almost There - page 279c

Tabletop Flipchart Lesson 10.3

Ready for More - page 279c

Number cube

Math Center Options

On Track

More Practice/Homework 10.3

My learning summary

Almost There

Reteach 10.3

Interactive Reteach 10.3

RtI Tier 2 Skill 15: Hundreds, Tens, Ones

Ready for More

Challenge 10.3

Interactive Challenge 10.3

Resources *IntoMath* Teacher Edition Module 10

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing

the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues

	need to be close to the instruction which often means near the front.

MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 10.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	10.4- We are learning to use place-value strategies to subtract 2- and 3- digit numbers.
Student Learning Strategies	Students will: - use base-ten blocks to help subtract. - use regrouping strategies to subtract 2- and 3- digit numbers.
Success Criteria	I can regroup first and then use place value to subtrac 2- and 3- digit numbers.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 283, 284, 285 **Check for Understanding** page 286 **Own Your Own** page 287-288
Activities and Resources	**Warm Up** Spark Your Learning page 283 **Mini Lesson** Build Understanding page 284-285 **Guided Practice** Step It Out pages 286 **Independent Practice** Check Understanding page 286 Exit Ticket Online Resource **Plan for differentiated instruction** page 241c **Small Group Options** On Track - page 283c Index cards Almost There - page 283c Tabletop Flipchart Lesson 10.4

	Ready for More - page 283c Digit Cards (0-9) **Math Center Options** On Track More Practice/Homework 10.4 Interactive glossary Fluency Maintenance: Subtraction Poggles MX: Real numbers, level 21, subtract across zero Almost There Reteach 10.4 Interactive Reteach 10.4 Ready for More Challenge 10.4 Interactive Challenge 10.4 **Resources** *IntoMath* Teacher Edition Module 10
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to

increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student

to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two t ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick

	access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 10.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	10.5- We are learning to choose a strategy to add or subtract to solve a problem.
Student Learning Strategies	Students will: - use base-ten blocks and place value charts to solve addition or subtraction problems. - choose and apply strategies to solve addition or subtraction problems.
Success Criteria	I can apply strategies I have learned to solve addition and subtraction problems.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 289, 290 **Check for Understanding** page 290 **Own Your Own** page 291-292
Activities and Resources	**Warm Up** Spark Your Learning page -- **Mini Lesson** Build Understanding page -- **Guided Practice** Step It Out pages 289-290 **Independent Practice** Check Understanding page 290 Exit Ticket Online Resource **Plan for differentiated instruction** page 289c **Small Group Options** On Track - page 289c Base-ten blocks Place-value chart Almost There - page 289c

Tabletop Flipchart Lesson 10.5

Ready for More - page 289c

Digit Cards (0-9)

Index Cards

Math Center Options

On Track

More Practice/Homework 10.5

Poggles MX: Real Numbers, Level 23, Multistep problems

Poggles MX: Operations, Level 25, Group to get 10s

Poggles MX: Operations, Level 23, Add tens to hundreds

Standards Practice: Fluently Add and subtract within 1,000

Almost There

Reteach 10.5

Interactive Reteach 10.5

RtI Tier 2 Skill 14: Decompose addends as tens and ones

Ready for More

Challenge 10.5

	Interactive Challenge 10.5 **Resources** *IntoMath* Teacher Edition Module 10
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify

activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

	Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MA.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 10.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	10.6- We are learning to model and solve two-step problems.
Student Learning Strategies	Students will: - use equations to model and solve two-step problems.
Success Criteria	I can write equations with letters for unknown quantities for two-step problems.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 293, 294, 295 **Check for Understanding** page 296

	Own Your Own page 296-298
Activities and Resources	**Warm Up** Spark Your Learning page -- **Mini Lesson** Build Understanding page -- **Guided Practice** Step It Out pages 293-295 **Independent Practice** Check Understanding page 296 Exit Ticket Online Resource **Plan for differentiated instruction** page 293c **Small Group Options** On Track - page 293c Three Reads Digit Cards (0-9) Almost There - page 293c Tabletop Flipchart Lesson 10.6 Ready for More - page 293c Word descriptions **Math Center Options** On Track More Practice/Homework 10.6 Fluency builder: Multiplication level 10.6 My learning summary Poggles MX: Operations, level 24, build numbers Almost There Reteach 10.6 Interactive Reteach 10.6

	Ready for More Challenge 10.6 Interactive Challenge 10.6 **Resources** *IntoMath* Teacher Edition Module 10
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them. Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students

understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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MA.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
MA.3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).

MODULE 11

Module 11- Understand Perimeter

LESSON 11.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	11.1- We are learning to explore and find perimeter o polygons using grid paper or dot paper.

Student Learning Strategies	Students will: - use 1-inch square units and grid paper to find perimeter - count/add/multiply to find perimeter of polygons.
Success Criteria	I can count or use addition or multiplication to find then distance around a polygon.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 303, 304 **Check for Understanding** page 305 **Own Your Own** page 306
Activities and Resources	**Warm Up** Spark Your Learning page 303 **Mini Lesson** Build Understanding page 304 **Guided Practice** Step It Out pages -- **Independent Practice** Check Understanding page 305 Exit Ticket Online Resource **Plan for differentiated instruction** page 303c **Small Group Options** On Track - page 303c Dot paper Digit Cards (2-9) Almost There - page 303c Tabletop Flipchart Lesson 11.1 Ready for More - page 303c Centimeter grid paper **Math Center Options** On Track More Practice/Homework 11.1 Interactive glossary Game: Around the block

	Reader: James' Frames Almost There Reteach 11.1 Interactive Reteach 11.1 Ready for More Challenge 11.1 Interactive Challenge 11.1 **Resources** *IntoMath* Teacher Edition Module 11
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that

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Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

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Gifted & Talented Strategies

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.C.5b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

LESSON 11.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	11.2- We are learning to estimate and measure perimeter of polygons using inch and centimeter rulers.
Student Learning Strategies	Students will: - use 1-inch square tiles, inch ruler, grid paper and centimeter ruler to measure perimeters
Success Criteria	I can measure the lengths of the sides of polygons using inch or centimeter units to find the perimeter of a polygon. I can add side lengths to find the perimeter.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 307, 309 **Check for Understanding** page 309 **Own Your Own** page 310
Activities and Resources	**Warm Up** Spark Your Learning page 307 **Mini Lesson** Build Understanding page 308 **Guided Practice** Step It Out pages 309 **Independent Practice** Check Understanding page 309 Exit Ticket Online Resource **Plan for differentiated instruction** page 307c **Small Group Options** On Track - page 307c Rectangles and squares Centimeter rulers Almost There - page 307c Tabletop Flipchart Lesson 11.2 Ready for More - page 307c Dot paper Digit Cards (1-5) **Math Center Options** On Track More Practice/Homework 11.2

	Fluency builder: Multiplication level 1 Game: Around the block Reader: James' Frames Almost There Reteach 11.2 Interactive Reteach 11.2 Ready for More Challenge 11.2 Interactive Challenge 11.2 **Resources** *IntoMath* Teacher Edition Module 11
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a

book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.B.6	Understand division as an unknown-factor problem.
MA.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area

and different perimeters.

LESSON 11.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	11.3- We are learning to find the unknown side length of a polygon when the perimeter and one side length is known.
Student Learning Strategies	Students will: - use grid paper to find the perimeter. - add/subtract/multiply/divide to find the unknown length of a side.
Success Criteria	I can find the unknown side length of a polygon when I know the other side lengths and the perimeter of a polygon. I can add, subtract, multiply, and divide to find the unknown side length.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 311, 312 **Check for Understanding** page 313 **Own Your Own** page 314
Activities and Resources	**Warm Up** Spark Your Learning page 311 **Mini Lesson** Build Understanding page 312 **Guided Practice** Step It Out pages 312-313 **Independent Practice** Check Understanding page 313 Exit Ticket Online Resource **Plan for differentiated instruction** page 311c **Small Group Options** On Track - page 311c Dot paper Almost There - page 311c Tabletop Flipchart Lesson 11.3 Ready for More - page 311c Dot paper Digit Cards (1-9) **Math Center Options** On Track

	More Practice/Homework 11.3 Fluency builder: Multiplication and division My learning summary Almost There Reteach 11.3 Interactive Reteach 11.3 Ready for More Challenge 11.3 Interactive Challenge 11.3 **Resources** *IntoMath* Teacher Edition Module 11
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

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Gifted & Talented Strategies

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and

exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

LESSON 11.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	11.4- We are learning to understand that rectangles with the same area can have different perimeters.
Student Learning Strategies	Students will: - use square tiles and 1-inch grid paper to find perimeter and area.
Success Criteria	I can use perimeter to compare rectangles with the same area.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 315 **Check for Understanding** page 316 **Own Your Own** page 317-318
Activities and Resources	**Warm Up** Spark Your Learning page -- **Mini Lesson** Build Understanding page -- **Guided Practice** Step It Out pages 315-316 **Independent Practice** Check Understanding page 316 Exit Ticket Online Resource **Plan for differentiated instruction** page 315c **Small Group Options** On Track - page 315c 1-Centimeter grid paper Digit Cards (1-9) Almost There - page 315c Tabletop Flipchart Lesson 11.4 Ready for More - page 315c 1-Centimeter grid paper **Math Center Options** On Track More Practice/Homework 11.4

	Fluency builder: Multiplication level 2 Reader: James' Frames Almost There Reteach 11.4 Interactive Reteach 11.4 RtI Tier 2 Skill 2: Array Models Ready for More Challenge 11.4 Interactive Challenge 11.4 **Resources** *IntoMath* Teacher Edition Module 11
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.3.MD.C.5a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
MA.3.MD.C.7b	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
MA.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

LESSON 11.5

Student Learning Intentions (SLI) **WALT: (We are learning to…)**	11.5- We are learning to understand that rectangles with the same perimeter can have different areas.
Student Learning Strategies	Students will: - use square tiles and 1-inch grid paper to find area and perimeter.
Success Criteria	I can use area to compare rectangles with the same perimeter.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 319 **Check for Understanding** page 320 **Own Your Own** page 321-322
Activities and Resources	**Warm Up** Spark Your Learning page -- **Mini Lesson** Build Understanding page -- **Guided Practice** Step It Out pages 319-320 **Independent Practice** Check Understanding page 320 Exit Ticket Online Resource **Plan for differentiated instruction** page 319c **Small Group Options** On Track - page 319c 1- Centimeter grid paper Digit Cards (2-9) Almost There - page 319c Tabletop Flipchart Lesson 11.5 Ready for More - page 319c

	1- Centimeter grid paper **Math Center Options** On Track More Practice/Homework 11.5 My learning summary Game: Around the block Reader: James' Frames Standards Practice: Solve problems involving perimeters o polygons Almost There Reteach 11.5 Interactive Reteach 11.5 Ready for More Challenge 11.5 Interactive Challenge 11.1 **Resources** *IntoMath* Teacher Edition Module 11
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

MODULE 12

Module 12- Time Measurement and Intervals

LESSON 12.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.5- We are learning to apply strategies to solve word problems involving addition and subtraction of time intervals.
Student Learning Strategies	Students will: - use a number line to help figure out time. - use addition or subtraction strategies to help figure out time.
Success Criteria	I can use a number line to find the end time or the start time when I know two amounts of elapsed time.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 343,344 **Check for Understanding** page 344 **Own Your Own** page 345-346
Activities and Resources	**Warm Up** Spark Your Learning page -- **Mini Lesson** Build Understanding page -- **Guided Practice** Step It Out pages 343-344 **Independent Practice** Check Understanding page 34 Exit Ticket Online Resource **Plan for differentiated instruction** page 343c **Small Group Options** On Track - page 343c Sheets of paper Paper clips Almost There - page 343c Tabletop Flipchart Lesson 12.5 Ready for More - page 343c Digit cards (0-9)

Math Center Options

On Track

More Practice/Homework 12.5

My learning summary

Standards practice: Solve problems involving addition and subtraction of time in minutes

Almost There

Reteach 12.5

Interactive Reteach 12.5

Ready for More

Challenge 12.5

Interactive Challenge 12.5

Resources *IntoMath* Teacher Edition Module 12

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

LESSON 12.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.4- We are learning to use a number line or an analog clock to add or subtract time intervals to find start times or end times.
Student Learning Strategies	Students will: - use an analog clock or number line to help tell time.
Success Criteria	I can find the start time or end time when I know the elapsed time.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 339, 340 **Check for Understanding** page 340 **Own Your Own** page 341-342
Activities and Resources	**Warm Up** Spark Your Learning page -- **Mini Lesson** Build Understanding page -- **Guided Practice** Step It Out pages 339-340 **Independent Practice** Check Understanding page 340 Exit Ticket Online Resource **Plan for differentiated instruction** page 339c **Small Group Options** On Track - page 339c Digit cards (0-9) Analog clocks Almost There - page 339c Tabletop Flipchart Lesson 12.4 Ready for More - page 339c Bingo board Analog clock **Math Center Options** On Track

	More Practice/Homework 12.4 Fluency builder: Division with 6,7,8 Almost There Reteach 12.4 Interactive Reteach 12.4 Ready for More Challenge 12.4 Interactive Challenge 12.4 **Resources** *IntoMath* Teacher Edition Module 12
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students

may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way t intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

LESSON 12.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.3- We are learning to use an analog clock or a number line to measure time intervals in minutes.
Student Learning Strategies	Students will: - use analog clocks and number lines to find time.
Success Criteria	I can find elapsed time when I know the start time and the end time.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 335, 336 **Check for Understanding** page 337 **Own Your Own** page 338
Activities and Resources	**Warm Up** Spark Your Learning page 335 **Mini Lesson** Build Understanding page 336 **Guided Practice** Step It Out pages 337 **Independent Practice** Check Understanding page 337 Exit Ticket Online Resource **Plan for differentiated instruction** page 335c **Small Group Options** On Track - page 335c Large analog clock Almost There - page 335c Tabletop Flipchart Lesson 12.3 Ready for More - page 335c Digit cards (0-9) **Math Center Options** On Track More Practice/Homework 12.3 Fluency builder: Division with 9 and 10

	Interactive glossary Almost There Reteach 12.3 Interactive Reteach 12.3 Ready for More Challenge 12.3 Interactive Challenge 12.3 **Resources** *IntoMath* Teacher Edition Module 12
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

LESSON 12.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.2- We are learning to decide when to use a.m. and p.m. when telling time to the nearest minute.
Student Learning Strategies	Students will: - use analog clocks to help determine a.m. or p.m.
Success Criteria	I can use a.m. and p.m. to describe time.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 331,332 **Check for Understanding** page 333 **Own Your Own** page 334
Activities and Resources	**Warm Up** Spark Your Learning page 331 **Mini Lesson** Build Understanding page 332 **Guided Practice** Step It Out pages 333 **Independent Practice** Check Understanding page 333 Exit Ticket Online Resource **Plan for differentiated instruction** page 331c **Small Group Options** On Track - page 331c Bubble map Almost There - page 331c Tabletop Flipchart Lesson 12.2 Ready for More - page 331c Digit cards (1-9) **Math Center Options** On Track More Practice/Homework 12.2 Fluency builder: Division with 2 and 5 Interactive glossary

	My learning summary Almost There Reteach 12.2 Interactive Reteach 12.2 Ready for More Challenge 12.2 Interactive Challenge 12.2 **Resources** *IntoMath* Teacher Edition Module 12
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

LESSON 12.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.1- We are learning to read, write, and tell time on analog and digital clocks to the nearest minute.
Student Learning Strategies	Students will: - use analog clocks to help tell time.
Success Criteria	I can tell and write time to the nearest minute.
Formative Assessment (drives instructional decisions)	**Turn and Talk** pages 327, 328, 329 **Check for Understanding** page 329 **Own Your Own** page 330
Activities and Resources	**Warm Up** Spark Your Learning page 327 **Mini Lesson** Build Understanding page 328 **Guided Practice** Step It Out page 329 **Independent Practice** Check Understanding page 329 Exit Ticket Online Resource **Plan for differentiated instruction** page 327c **Small Group Options** On Track - page 327c Analog clocks Almost There - page 327c Tabletop Flipchart Lesson 12.1 Ready for More - page 327c Bingo board Analog clock **Math Center Options** On Track More Practice/Homework 12.1 Fluency builder: Multiplication with 1 and 0 Interactive glossary

	Almost There Reteach 12.1 Interactive Reteach 12.1 RtI Tier 2 Skill 18: Time to the hour and half hour Ready for More Challenge 12.1 Interactive Challenge 12.1 **Resources** *IntoMath* Teacher Edition Module 12
Suggested Modifications	**English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:**

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students Class work such as tests and literature circles may need to be read aloud to the student.

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.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.
MA.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.