

3rd Grade Curriculum Map 2017-18

MONTH	UNIT/ CONTENT	CORE GOALS/SKILLS	STANDARDS WRITTEN ASSESSMENTS	ROUTINES RESOURCES	VOCABULARY
<p>September</p> <p>Chapter 1</p> <p>10 days</p>	<p>NUMBERS AND OPERATIONS IN BASE TEN</p> <p>NUMBERS TO 10,000</p>	<p>Count and compare numbers to 10,000.</p> <p>Use base-ten blocks to recognize, read, and write numbers to 10,000</p> <p>Count on by 1’s, 10’s, and 100’s to 1,000’s and 10,000</p> <p>Use base ten blocks and a place value chart to read, write, and represent numbers to 10,000.</p> <p>Read and write numbers to 10,000 in standard form, expanded form, and word form. .</p> <p>Use base ten blocks to compare and order numbers.</p> <p>Thinking Skills: Deduction Identifying patterns and relationships</p> <p>Problem Solving Skills: Look for patterns Use guess and check reinforce and consolidate chapter skills an concepts</p>	<p>CC.2.2.3.A.4 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p>CC.2.13.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically</p> <p>CC.K-12.MP.6 Attend to precision</p> <p>CC.K-12.MP.7 Look for and make use of structure</p> <p><i>Math in Focus</i> Chapter 1 Assessment</p> <p>C Day Fact Fluency checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>word form standard form</p> <p>digit place-value chart place-value strips expanded form</p> <p>greater than less than least greatest rule number line</p>

<p>Chapter 3</p> <p>8 days</p>	<p>ADDITION UP TO 10,000</p>	<p>BIG IDEA: Greater numbers can be added the same way 2-digit numbers are added, with or without regrouping</p> <p>Add greater numbers without regrouping</p> <p>Add greater numbers with regrouping hundreds.</p> <p>Add greater numbers with regrouping in ones, tens, and hundreds.</p> <p>Thinking Skills: Analyzing parts and whole Identifying patterns and relationships</p> <p>Problem Solving Strategies: Look for patterns</p>	<p>CC.2.1.2.A.2 Use mental strategies to add and subtract within 20</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically</p> <p>CC.K-12.MP.7 Look for and make use of structure</p> <p><i>Math in Focus</i> Chapter 3 Assessment</p> <p>C Day Fact Fluency checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>sum regroup</p>
<p>October Chapter 4</p> <p>8 days</p>	<p>SUBTRACTION UP TO 10,000</p>	<p>BIG IDEA: Greater numbers can be subtracted with or without regrouping.</p> <p>Use base-ten blocks to subtract without regrouping</p> <p>Use base-ten blocks to subtract with regrouping.</p> <p>Use base-ten blocks to subtract across zeros. Write subtraction number sentences. Solve subtraction word problems.</p> <p>Thinking Skill: Identifying parts and whole</p> <p>Problem Solving Strategy:</p>	<p>CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically</p> <p>CC.K-12.MP.6 Attend to precision.</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>difference regroup</p>

		Use guess and check	<p>CC.K-12.MP.7 Look for and make use of structure</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 4 Assessment</p> <p>C Day Fact Fluency checks</p>		
<p>November</p> <p>Chapter 5</p> <p>6 days</p>	<p>USING BAR MODELS: ADDITION AND SUBTRACTION</p>	<p>BIG IDEA: Use bar models, addition and subtraction can be used to solve 2-step real-world problems.</p> <p>Use bar models to solve 2-step real-world problems involving addition and subtraction.</p> <p>Thinking Skill: Making inferences</p> <p>Problem Solving Strategy: Use a diagram</p>	<p>CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>sum difference bar model</p>

			<p><i>Math in Focus</i> Chapter 5 Assessment</p> <p>C Day Fact Fluency checks</p>		
<p>December</p> <p>Chapter 6</p> <p>14 days</p>	<p>MULTIPLICATION TABLES OF 6, 7, 8, and 9</p>	<p>BIG IDEA: Many models can be used to multiply.</p> <p>Use multiplication properties.</p> <p>Understand multiplication by using array models. Practice multiplication facts of 6.</p> <p>Understand multiplication by using area models. Practice multiplication facts of 7.</p> <p>Understand multiplication by using number lines and area models. Practice multiplication facts of 8.</p> <p>Understand multiplication by using array models and area models. Practice multiplication facts of 9.</p> <p>Divide to find the number of items in each group. Understand related multiplication and division facts.</p>	<p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>CC.K-12.MP.4 Model with mathematics.</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>area model equal groups</p>

		Write division sentences for real-world problems.	<p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 6 Assessment</p> <p>C Day Fact Fluency checks</p>		
<p>Mid-Dec.- End Dec.</p> <p>Chapter 7</p> <p>8 days</p>	MULTIPLICATION	<p>BIG IDEA: Mental math can be used to multiply. Numbers up to 3-digits can be multiplied with or without regrouping.</p> <p>Multiply ones, tens, and hundreds mentally.</p> <p>Multiply ones, tens, and hundreds without regrouping.</p> <p>Multiply ones, tens, and hundreds with regrouping.</p> <p>Thinking Skills: Look for patterns</p> <p>Problem Solving Strategies: Identifying patterns and relationships</p>	<p>CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	product

			<p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 7 Assessment</p> <p>C Day Fact Fluency checks</p>		
<p>January</p> <p>Chapter 8</p> <p>6 days</p>	DIVISION	<p>BIG IDEA: There can be remainders when dividing to make equal groups or when sharing equally.</p> <p>Use related multiplication facts to divide. Use patterns to divide multiples of 10 and 100.</p> <p>Divide a 1-digit number or a 2-digit number by a 1 digit number with and without remainder</p> <p>Thinking Skill: Identifying patterns and relationships</p> <p>Problem Solving Strategy: Use guess and check.</p>	<p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 8 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>quotient remainder</p> <p>even number odd number</p>

			C-Day Fact Fluency check		
January Chapter 9 10 days	USING BAR MODELS: MULTIPLICATION AND DIVISION	<p>BIG IDEA: Bar models can be used to solve different kinds of multiplication and division word problems.</p> <p>Use bar models to solve one-step multiplication word problems.</p> <p>Use bar models to solve two-step word problems. Choose the correct operations in to-step word problems. Represent unknown quantities with letters.</p> <p>Use bar models to solve one-step division word problems. Recognize number relationships.</p> <p>Use bar models to solve two-step division word problems. Choose the correct operations to solve two-step word problems.</p> <p>Solve two-step problems using four operations. Represent the unknown quantities with letters.</p> <p>Thinking Skill: Identifying patterns and relationships</p> <p>Problem Solving Strategy: Use guess and check</p>	CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic. CC.K-12.MP.1 Solve problems and persevere in solving them. CC.K-12.MP.2 Reason abstractly and quantitatively CC.K-12.MP.4 Model with mathematics CC.K-12.MP.8 Look for and express regularity in repeated reasoning. <i>Math in Focus</i> Chapter 9 Assessment C-Day Fact Fluency Checks	Morning Meeting Warm Up/ Number Talks QUICK TABLES (ALEKS online program) <i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt	twice double

<p>February</p> <p>Chapter 10</p> <p>9 days</p>	<p>MEASUREMENT AND DATA</p> <p>MONEY</p>	<p>BIG IDEA: You can add and subtract money the same way you can add and subtract numbers.</p> <p>Add money in different ways without regrouping. Add money in different ways with regrouping.</p> <p>Subtract money in different ways without regrouping. Subtract money in different ways with regrouping.</p> <p>Solve up to two-step real-world problems involving addition and subtraction of money.</p> <p>Thinking Skills: Comparing Identifying patterns and relationships</p> <p>Problem Solving Strategy: Use a diagram/model</p>	<p>CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning.</p> <p><i>Math in Focus</i> Chapter 10 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>sum add mentally difference subtract mentally number line abut round nearest ten estimate reasonable</p>
<p>Chapter 11</p> <p>8 days</p>	<p>METRIC LENGTH, MASS AND VOLUME</p>	<p>BIG IDEA: Length, mass, and volume can be measured using metric units of measurements.</p> <p>Use meters and centimeters as units of measurement of length. Estimate and measure length Convert units of measurements.</p> <p>Use kilograms and meters as units of measurement of length. Estimate and measure length. Convert units of measurement.</p> <p>Read scales in kilograms. Estimate and find actual masses of objects by using different scales. Convert units of measurement.</p>	<p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 11 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>meter (m) centimeter (cm) kilometer (km) distance kilogram (kg) gram (g) liter (L) milliliter (mL) volume capacity</p>

		<p>estimate and find volume of liquid in liters and milliliters Find the volume and capacity of a container. Convert units of measurement.</p> <p>Thinking Skills: Comparing Classifying Deduction Analyzing parts and whole</p> <p>Problem Solving Strategies: Act it out Work backward</p>			
<p>March Chapter 12 6 days</p>	<p>REAL-WORLD PROBLEMS: MEASUREMENT</p>	<p>BIG IDEA: Bar models can be used to solve one- and two- step problems on measurement</p> <p>Draw bar models to solve one-step measurement problems. Choose the operation to solve one-step problems.</p> <p>Draw bar models to solve two-step measurement problems. Choose the operations to solve two-step problems.</p> <p>Thinking Skills: Spatial visualization Identifying patterns and relationships</p> <p>Problem Solving Strategies: Act it out</p>	<p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.</p> <p>CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.</p> <p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>CC.2.2.3.A.3 Demonstrate multiplication and division fluency.</p> <p>CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	

			<p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.7 Look for and make use of structure</p> <p><i>Math in Focus</i> Chapter 12 Assessment</p> <p>C Day Fact Fluency Check</p>		
<p>February – March</p> <p>Chapter 13</p> <p>7 days</p>	<p>BAR GRAPHS AND LINE PLOTS</p>	<p>BIG IDEA: Bar graphs and line plots help to organize data. Bar graphs are used to compare data. Line plots show how data is spread out.</p> <p>Make bar graphs with scales using data in picture graphs and tally charts.</p> <p>Read and interpret data from bar graphs. Solve problems using bar graphs.</p> <p>Make a line plot to represent and interpret data.</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> Comparing Identifying relationships Making inferences Deduction <p>Problem Solving Strategy:</p> <ul style="list-style-type: none"> Make a systematic list 	<p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 13 Assessment</p> <p>C- Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>vertical axis</p> <p>horizontal axis</p> <p>scale</p> <p>line plot</p> <p>survey</p>

<p>March – Early April</p> <p>Chapter 14</p> <p>9 days</p>	<p>FRACTIONS</p>	<p>BIG IDEA: Fractions can be used to describe parts of a region or parts of a set</p> <p>Read, write, and identify fractions from wholes with more than 4 parts. Identify numerator and denominator</p> <p>Use models to identify equivalent fractions. Use a number line to identify equivalent fractions.</p> <p>Use multiplication and division to find equivalent fractions. Write fractions in simplest form.</p> <p>Show fractions as points or distances on a number line. Compare and order fractions. Compare and order fractions using benchmark fractions.</p> <p>Read, write, and identify fractions of a set. Find the number of items in a fraction of a set. Express whole numbers as fractions. Recognize fractions that are equal to whole numbers.</p> <p>Thinking Skills Spatial visualization Comparing</p> <p>Problem Solving Strategy Use a model Make a systematic list</p>	<p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.2.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the whole area of each part as a unit fraction of the whole.</p> <p>CC.K-12.MP.3 Use appropriate tools strategically.</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 14 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>whole equal parts numerator denominator equivalent fractions number line simplest form like fractions unlike fractions benchmark fraction</p>
<p>Chapter 15</p> <p>10 days</p>	<p>CUSTOMARY LENGTH, WEIGHT, AND CAPACITY</p>	<p>BIG IDEA: Length, weight, and capacity can be measured using customary units.</p> <p>Use inch, foot, yard, and mile as units of measurement for lengths. Estimate and measure given lengths in inches, in halves, and fourths of an inch. Use referents to estimate lengths</p>	<p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs</p> <p>CC.K-12.MP.1</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK</p>	<p>inch (in) half inch foot (ft.) yard (yd.) mile (mi) quarter inch three quarter inch</p>

		<p>Estimate and show measurements in a line plot with a scale of whole numbers and fractions.</p> <p>Use ounce, pound, and ton as units of measurement for weight. Read scales in ounce (oz.) and pound (lb.) Estimate and find actual weights of objects by using different scales. Use referents to estimate weight.</p> <p>Thinking Skill: Deduction</p> <p>Problem Solving Strategy: Act it out</p>	<p>Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.3 Use appropriate tools strategically.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 15 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>ounce (oz.) pound (lb.) ton (T)</p> <p>cup (c) pint (pt.) quart (qtr.) gallon (gal)</p>
<p>April Chapter 16 11 days</p>	<p>TIME AND TEMPERATURE</p>	<p>BIG IDEA: Time can be used to tell when activities start and end, or how long an activity will last. Temperature can be used to understand what the weather will be like.</p> <p>Tell time to the minute Read time on a digital clock</p> <p>Change minutes to hours or hours to minutes.</p> <p>Add time with and without regrouping.</p> <p>Subtract time with and without regrouping.</p> <p>Find elapsed time</p> <p>Read a Fahrenheit thermometer. Choose the appropriate tool and unit to measure temperature. Use a referent to estimate temperature.</p> <p>Solve up to two-step word problems on time. Solve word problems involving temperature.</p>	<p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 16 Assessment</p> <p>C-DAY Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>temperature thermometer degrees Fahrenheit (F) cold cool warm hot</p>

		<p>Thinking Skills Identifying patterns and relationships Comparing</p> <p>Problem Solving Strategies: Use a diagram Work backward Restate a problem in another way Simplify a problem</p>			
<p>End of April</p> <p>Chapter 17</p> <p>8 days</p>	<p>GEOMETRY</p> <p>ANGLES AND LINES</p>	<p>BIG IDEA Angles and lines can be found all around us. These can be described with special names.</p> <p>Find angles in plane shapes and real-world objects. Compare the number of sides and angles of plane shapes.</p> <p>Make a right angle Compare angles to a right angle Identify right angles in plane shapes.</p> <p>Define and identify perpendicular lines</p> <p>Define and identify parallel lines.</p> <p>Thinking Skills Spatial visualization Identifying patterns and relationships</p>	<p>CC.2.2.3.A.1 Identify, compare, and classify shapes and their attributes.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.3 Use appropriate tools strategically.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>point angle line endpoint line segment right angle greater than less than</p>

		<p>Problem Solving Strategy Look for patterns</p>	<p><i>Math in Focus</i> Chapter 17 Assessment C-Day Fact Fluency Check</p>		
<p>Chapter 18 8 days</p>	<p>TWO DIMENSIONAL SHAPES</p>	<p>BIG IDEA Polygons can be classified by the number of sides, corners, and angles. Figures can be congruent or symmetrical, or both.</p> <p>Identify open and closed figures. Identify special polygons and quadrilaterals. Classify polygons by the number of sides, vertices, and angles. Classify quadrilaterals by parallel sides, length of sides, and angles. Combine and separate polygons to make other polygons.</p> <p>Identify a slide, flip, and turn. Slide, flip, and turn shapes to make congruent figures. Identify congruent figures.</p> <p>Identify symmetric figures. Use folding to find a line of symmetry.</p> <p>Thinking Skills Spatial visualization</p>	<p>CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.3 Use appropriate tools strategically.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>plane figure open figure closed figure polygon vertex quadrilateral parallel rhombus parallelogram pentagon octagon tangram flip slide turn rotate congruent symmetry line of symmetry</p>

		<p>Problem Solving Strategy Use a diagram Solve part of the problem</p>	<p><i>Math in Focus</i> Chapter 18 Assessment C-Day Fact Fluency Check</p>		
<p>May- June Chapter 19 10 days</p>	<p>MEASUREMENT & DATA AREA AND PERIMETER</p>	<p>BIG IDEA: Explore and understand units used to find perimeter and area of figures and analyze the relationship between them.</p> <p>Understand the meaning of area. Use square units to find the area of plane figures made of squares and half squares. Compare areas of plane figures and make plane figures of the same area.</p> <p>Use square centimeter and square inch to find and compare the area of figures</p> <p>Use square meters and square feet to find and compare the area of plane figures. Estimate the area of small and large surfaces.</p> <p>Understand the meaning of perimeter Compare the area and perimeter of two figures Find the area of figures to solve real-world problems.</p> <p>Find the perimeter of a figure by adding up all its sides. Choose the appropriate tool and units of length to measure perimeter. Measure the perimeter of surfaces of objects and places.</p> <p>Thinking Skill Identifying relationships Identifying patterns and relationships</p> <p>Problem Solving Strategy Act it out Look for patterns</p>	<p>CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 19 Assessment C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>area square units square centimeter (cm²) square inch (in²) square meter (m²) square foot (ft²) perimeter</p>

<p>Chapter 2</p> <p>10 days</p>	<p>MENTAL MATH AND ESTIMATION</p>	<p>BIG IDEA: Number bonds and estimation strategies can be used to find and check sums and differences.</p> <p>Add 2 digit numbers mentally with or without regrouping.</p> <p>Subtract 2-digit numbers mentally with or without regrouping.</p> <p>Use different strategies to add 2-digit numbers close to 100 mentally.</p> <p>Round numbers to estimate sums and differences.</p> <p>Use front-end estimate sums and differences.</p> <p>Thinking Skill: Analyzing parts and whole Deduction</p> <p>Problem Solving Strategy: Use before – and- after concept Use guess and check</p>	<p>CC.2.1.3.B.1 Apply place-value understanding of operations to perform multi-digit arithmetic.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically</p> <p>CC.K-12.MP.6 Attend to precision</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 2 Assessment</p> <p>C Day Fact Fluency checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>rounded reasonable estimate overestimate</p> <p>leading digit front-end estimation</p>
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