

Third Grade Math Map

Grade: PK to 5

Course: Elementary Math

South Seneca Middle School

Developed by: *Cindy Dresser, Kimbly Boland, Patti Perry, Stacey Clark, Steve Zielinski*

From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	Data, Graphs, and Facts Review	Place Value and Time
Content	<p>-Reading and understanding pictographs, bar graphs, and line graphs</p> <p>-Problem solving with graphs</p> <p>-Creating graphs with data</p> <p>-Exploring Algebra Rules/missing data</p> <p>-Describe and extend numeric patterns (+,-)</p> <p>-Basic Facts Review</p> <p>-Math journaling</p> <ul style="list-style-type: none"> • Select an appropriate representation of a problem • Discuss the efficiency of different representations of a problem • State a problem in their own words • Use representations to support mathematical ideas • Determine whether a mathematical statement is true or false and explain why • Listen for understanding of mathematical solutions shared by other students <p>-Real World Connections</p> <ul style="list-style-type: none"> • Work in collaboration with others to solve problems • Support an argument by trying many cases • Compare and contrast mathematical ideas • Connect and apply mathematical information to solve problems • Formulate questions about themselves and their surroundings <p>-Vocabulary with definitions</p>	<p>-Place Value: Base Ten Number System</p> <ul style="list-style-type: none"> • 10 ones = 1 ten • 10 tens = 1 hundred • 10 hundreds = 1 thousand <p>-Identify odd and even numbers</p> <p>-Problem solving by making an organized list/ making a schedule</p> <p>-Comparing and Ordering numbers</p> <p>-Rounding to 10 and 100</p> <p>-Telling time/digital/analog to the nearest minute</p> <p>-Ordinal numbers</p> <p>-Calendar</p> <p>-Basic Facts Review</p> <p>-Math journaling</p> <ul style="list-style-type: none"> • Select an appropriate representation of a problem • Discuss the efficiency of different representations of a problem • State a problem in their own words • Use representations to support mathematical ideas • Determine whether a mathematical statement is true or false and explain why <p>-Real World Connections</p> <ul style="list-style-type: none"> • Work in collaboration with others to solve problems • Compare and contrast mathematical ideas • Connect and apply mathematical information to solve problems • Formulate questions about themselves and their surroundings <p><u>Vocabulary Words Covered:</u></p> <p>place value, digits, standard form, expanded form, word form, period, compare, order, estimate, rounding, units of time (second, minute, hour), A.M., P.M., elapsed time, ordinal numbers, schedule, odd, even</p>

	<p><u>Vocabulary Words Covered:</u></p> <p>pictograph, data, key, symbol, bar graph, scale, line graph, survey, tally mark</p>	
<p>Skills</p>	<p>-Read and interpret data in Pictographs, Bar Graphs, and Line Graphs</p> <p>- Identify parts of a pictograph and bar graph.</p> <p>-Problem Solving: Analyzing and finding key words in question; choosing an operation; label all answers</p> <p>-Exploring Algebra: What's the Rule?</p> <p>-Basic Facts: addition and subtraction</p> <p>-Organizing Data: making tally charts</p> <p>Construct a frequency table to represent a collection of data</p> <p>-practice making Pictographs and Bar Graphs, displaying data</p> <p>- state the relationships between pictographs and bar graphs</p> <p>-Formulate conclusions and make predictions from graphs</p> <p>-Problem Solving: Decision Making/ Collect and Analyze Data/transferring data from one type to another</p> <p>-Problem Solving: Look for a pattern strategy</p>	<p>-Variety of strategies to compose and decompose 3-digit numbers</p> <p>- Place Value through hundred thousands</p> <p>- read and write whole numbers to one thousand</p> <p>-Problem solving by making an organized list/ making a schedule</p> <p>-Comparing numbers through the thousands</p> <p>- Comparing numbers by using symbols (<, >, =)</p> <p>-Ordering numbers through the thousands</p> <p>-Rounding: to tens and to hundreds (up to 3 digit numbers)</p> <p>-Skip count by 25's, 50's, 100's to 1,000</p> <p>-Telling time:</p> <ul style="list-style-type: none"> ▪ Nearest five minutes ▪ Nearest minute ▪ Whole hour= 60 minutes, 1/2 hour = 30 minutes, 1/4 hour = 15 minutes ▪ Elapsed time ▪ Writing time before the hour and after the hour ▪ Tell time using digital and analog clocks <p>-Ordinal numbers</p> <p>-Calendar</p>
<p>Assessment</p>	<p>-Inventory Test</p> <p>-Quizzes</p> <p>-Chapter 1 assessment test</p> <p>-Homework</p> <p>-Class participation</p>	<p>-Quizzes</p> <p>-Chapter 2 assessment</p> <p>-Homework</p> <p>-Class participation</p>
<p>Resources</p>		

Scott Foresman-Addison Wesley

- *Teacher's Edition
- *Student Textbook
- *Practice Masters
- *Daily Cumulative Review
- *Problem-Solving Masters
- *Teacher's Toolkit
- *Miscellaneous Reproducible (Fact Practice)
- *Self- Made Materials (Graphs, Charts, etc.)
- *Assessment Sourcebook
- *Test-Taking Practice and Spiral Review Transparencies
- *Base Tem Manipulative guide
- *Buckle Down
- *NYS Assessment Practice Tests

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Grade: PK to 5

Course: Elementary Math

South Seneca Middle School

Developed by: *Cindy Dresser, Kimbly Boland, Patti Perry, Stacey Clark, Steve Zielinski*

From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	Adding Whole Numbers	Adding Whole Numbers and Money
Content	<p>- Addition Patterns</p> <p>-Explore algebra</p> <p>-Rounding to Estimate Sums</p> <p>-Regrouping</p> <p>-Adding 2, 3, 4 digit Numbers</p> <p>Math journaling</p> <ul style="list-style-type: none"> • Select an appropriate representation of a problem • Discuss the efficiency of different representations of a problem • State a problem in their own words • Use representations to support mathematical ideas • Determine whether a mathematical statement is true or false and explain why • Listen for understanding of mathematical solutions shared by other students <p>-Real World Connections</p> <ul style="list-style-type: none"> • Formulate problems and solutions from everyday solutions • Work in collaboration with others to solve problems • Compare and contrast mathematical ideas • Connect and apply mathematical information to solve problems • Formulate questions about themselves and their surroundings <p><u>Vocabulary:</u></p> <p>sum, estimate, addend, regroup</p>	<p>-Column addition</p> <p>-Problem Solving: Guess and Check</p> <p>-Mental Math</p> <p>-Money: Adding up groups of coins; dollars and cents; making change; adding money amounts</p> <p>-estimation</p> <p>-Problem Solving: needing estimation or exact answer</p> <p>Math journaling</p> <ul style="list-style-type: none"> • Select an appropriate representation of a problem • Discuss the efficiency of different representations of a problem • State a problem in their own words • Use representations to support mathematical ideas • Determine whether a mathematical statement is true or false and explain why • Understand and explain how to organize their thought processes • Answer clarifying questions from others • Listen for understanding of mathematical solutions shared by other students <p>-Real World Connections</p> <ul style="list-style-type: none"> • Work in collaboration with others to solve problems • Compare and contrast mathematical ideas • Connect and apply mathematical information to solve problems • Formulate questions about themselves and their surroundings <p><u>Vocabulary:</u></p> <p>Types of coins (half dollar, quarter, dime, nickel, penny), cent, dollar, change, front-end estimation</p>
Skills	<p>-Explore Addition Patterns</p> <p>- Develop an understanding of the properties of odd and</p>	<p>-Find the Sum of More Than 2 Addends</p> <p>-Problem Solving: Solve Problems by Guessing and Checking</p>

	<p>even numbers as a result of addition</p> <ul style="list-style-type: none"> -Explore Adding on a Hundreds Chart -Explore Algebra by finding Missing Numbers -Use rounding to Estimate Sums up to 200 -Explore Addition With Regrouping -Add 2-3-digit Numbers 	<ul style="list-style-type: none"> -Use Mental Math to Find Sums -Find the Value of a Group of Coins, using currency symbols -Write Money Amounts in Dollars and Cents -Explore Making Change -Add Money Amounts -Estimate Using Front-end Estimation -Problem Solving: Solve Problems Needing Exact Answers or Estimates -skip counting
Assessment	<ul style="list-style-type: none"> -Quizzes -Journaling (Problem of the Day; Prompts) -Homework -Class participation 	<ul style="list-style-type: none"> -Quizzes -Chapter 3 assessment -Homework -Class participation
Resources	<p><u>Scott Foresman-Addison Wesley</u></p> <ul style="list-style-type: none"> *Teacher's Edition *Student Textbook *Practice Masters *Daily Cumulative Review *Problem-Solving Masters *Teacher's Toolkit *Miscellaneous Reproducible (Fact Practice) *Self- Made Materials (Graphs, Charts, etc.) *Assessment Sourcebook *Test-Taking Practice and Spiral Review Transparencies *Base Tem Manipulative guide *Buckle Down *NYS Assessment Practice Tests 	<p><u>Scott Foresman-Addison Wesley</u></p> <ul style="list-style-type: none"> *<u>Teacher's Edition</u> *<u>Student Textbook</u> *<u>Practice Masters</u> *<u>Daily Cumulative Review</u> *<u>Problem-Solving Masters</u> *<u>Teacher's Toolkit</u> *<u>Miscellaneous Reproducible (Fact Practice)</u> *<u>Self- Made Materials (Graphs, Charts, etc.)</u> *<u>Assessment Sourcebook</u> *<u>Test-Taking Practice and Spiral Review Transparencies</u> *<u>Base Tem Manipulative guide</u> *<u>Buckle Down</u> *<u>NYS Assessment Practice Tests</u>

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Mapping Category	January 2009	February 2009
Theme	<p>Begin Test Prep to include</p> <ul style="list-style-type: none"> -Reveiw of place value, addition -Subtracting Whole Numbers and Money -Understanding Multiplication, Concepts, and Facts 	<p>Continue Test Prep</p> <ul style="list-style-type: none"> -Subtracting Whole Numbers and Money -Multiplication Concepts and Facts -Understanding Division -Using Geometry -Fractions -Customary Linear/ capacity Measurement
Content	<ul style="list-style-type: none"> -Developing Subtraction Number Sense -Subtracting Greater Numbers and Money -Extending Subtraction -Understanding Multiplication - Fluency with single multiplication facts -Multiplying with single digit Factors -Understanding and creating arrays, area models, patterns, tables to provide meaning for multiplication -Understand the commutative, associative properties Math journaling <ul style="list-style-type: none"> • Select an appropriate representation of a problem • Discuss the efficiency of different representations of a problem • State a problem in their own words • Use representations to support mathematical ideas • Determine whether a 	<ul style="list-style-type: none"> -Extending Subtraction -Understanding Multiplication -Multiplying with 0,1,2,3,4,5,9 as Factors -Use 1 as the identity element for multiplication -Use the zero property of multiplication -Shapes, Solids, and Lines - Name, describe, compare and sort three dimensional shapes: cube, cylinder, sphere, prism and cone - Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid and hexagon) -Understanding Fractions -Develop an understanding of fractions as part of a whole unit and as parts of a collection - Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction - Recognize fractional numbers as equal parts of a whole -Select and use standard (customary) and non - standard units to estimate measurements -Exploring Length

	<p>mathematical statement is true or false and explain why</p> <ul style="list-style-type: none"> • Listen for understanding of mathematical solutions shared by other students <p>-Real World Connections</p> <ul style="list-style-type: none"> • Work in collaboration with others to solve problems • Compare and contrast mathematical ideas • Connect and apply mathematical information to solve problems • Formulate questions about themselves and their surroundings <p>Types of coins (half dollar, quarter, dime, nickel, penny),</p> <p><u>-Vocabulary</u></p> <p>array, factors, product, multiples,</p>	<p>Math journaling</p> <ul style="list-style-type: none"> • Select an appropriate representation of a problem • Discuss the efficiency of different representations of a problem • State a problem in their own words • Use representations to support mathematical ideas • Determine whether a mathematical statement is true or false and explain why <p>-Real World Connections</p> <ul style="list-style-type: none"> • Work in collaboration with others to solve problems • Compare and contrast mathematical ideas • Connect and apply mathematical information to solve problems • Formulate questions about themselves and their surroundings <p>Types of coins (half dollar, quarter, dime, nickel, penny),</p> <p><u>-Vocabulary</u></p> <p>circle, triangle, square, rectangle, rhombus, trapezoid, hexagon cube, sphere, rectangular prisms, pyramid, cylinder, cone, edge, face, side, polygon, congruent, symmetry, symbols, geometric patterns, 3 dimensional shapes, shapes, solids</p> <p>halves, thirds, fourths, fraction, part of a whole or group, numerator, denominator, equivalent</p> <p>measurement, cups, pints, quarts, gallons, ounces, pounds, inch, foot, yard, ruler, whole and half inch,</p>
<p>Skills</p>	<p>-Reviewing the Meaning of Subtraction</p> <p>-Exploring Subtraction Patterns</p> <p>- Develop an understanding of the properties of odd / even numbers as a result of addition or subtraction</p> <p>-Exploring Subtraction on a Hundred Chart</p> <p>-Estimating Differences</p> <p>-Exploring Regrouping</p> <p>-Subtracting 2-3-digit Numbers</p> <p>-Subtracting with 2 Regroupings</p> <p>-Subtracting Across the Middle Zero</p> <p>-Multiple-Step Word Problems</p> <p>-Mental Math strategies</p> <p>-Subtracting Money</p> <p>-Multiplying with the factors 0,1, 2, 3, 4,</p>	<p>-Problem Solving; Use Objects</p> <p>-Understanding Multiplication through arrays</p> <p>-Exploring Equal Groups</p> <p>-Writing Multiplication Sentences</p> <p>-Exploring Multiplication Stories</p> <p>-Multiplying with the factors 0, 1, 2, 5, 9</p> <p>-Understanding Division and its relationship with Multiplication</p> <p>-Use area model, tables, patterns, arrays and doubling to provide meaning for division</p> <p>-Fluency with single digit division facts</p> <p>-Exploring Solids and Shapes</p> <p>-Lines and Line Segments</p> <p>-Exploring Angles</p> <p>-Exploring Symmetry</p>

	<p>5,</p> <ul style="list-style-type: none"> -Understand similarities and differences in representations -Understanding and creating arrays -Doubling to answer multiplication problems 	<ul style="list-style-type: none"> -Exploring Congruent Figures -Describe and extend geometric patterns -Naming and Writing Fractions -Use visual representation to name fractions -Use multiplication, visual models and illustrations to name and represent unit fractions as part of a whole or a set of objects(1/2, 1/3, 1/4, 1/5, 1/6, 1/10) -Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers and unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, and 1/10) -Exploring Length to the Nearest Inch and Half Inch, whole feet and whole yards -Understanding and creating arrays - Measure objects using ounces and pounds - Recognize capacity as an attribute that can be measured -Measure and compare capacities using cups, pints, quarts and gallons
Assessment	<ul style="list-style-type: none"> -Quizzes - Homework -Class participation 	<ul style="list-style-type: none"> -Quizzes -Chapter 4 assessment - Homework -Class participation
Resources	<p><u>Scott Foresman-Addison Wesley</u></p> <ul style="list-style-type: none"> *<u>Teacher's Edition</u> *<u>Student Textbook</u> *<u>Practice Masters</u> *<u>Daily Cumulative Review</u> *<u>Problem-Solving Masters</u> *<u>Teacher's Toolkit</u> *<u>Miscellaneous Reproducible (Fact Practice)</u> *<u>Self- Made Materials (Graphs, Charts, etc.)</u> 	<p><u>Scott Foresman-Addison Wesley</u></p> <ul style="list-style-type: none"> *<u>Teacher's Edition</u> *<u>Student Textbook</u> *<u>Practice Masters</u> *<u>Daily Cumulative Review</u> *<u>Problem-Solving Masters</u> *<u>Teacher's Toolkit</u> *<u>Miscellaneous Reproducible (Fact Practice)</u> *<u>Self- Made Materials (Graphs, Charts, etc.)</u>

	<p><u>*Assessment Sourcebook</u></p> <p><u>*Test-Taking Practice and Spiral Review Transparencies</u></p> <p><u>*Base Tem Manipulative guide</u></p> <p><u>*Buckle Down</u></p> <p><u>*NYS Assessment Practice Tests</u></p>	<p><u>*Assessment Sourcebook</u></p> <p><u>*Test-Taking Practice and Spiral Review Transparencies</u></p> <p><u>*Base Tem Manipulative guide</u></p> <p><u>*Buckle Down</u></p> <p><u>*NYS Assessment Practice Tests</u></p>
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From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	-Multiplication Concepts and Facts -Understanding Division	-Division
Content	-Understanding Multiplication -Multiplying with 0,1,2,5,9 as Factors -Multiplying with 3,4,6,7,and 8 as factors -Extending Multiplication -Understanding Division -Using Multiplication Facts to find Division Facts Math journaling <ul style="list-style-type: none"> • Select an appropriate representation of a problem • Discuss the efficiency of different representations of a problem • State a problem in their own words • Use representations to support mathematical ideas • Determine whether a mathematical statement is true or false and explain why • Listen for understanding of mathematical solutions shared by other students -Real World Connections <ul style="list-style-type: none"> • Work in collaboration with others to solve problems • Support an argument by trying many cases • Compare and contrast mathematical ideas • Connect and apply mathematical information to solve problems • Formulate questions about themselves and their surroundings <p><u>Vocabulary</u>: array, factor, product, multiple, square number, grouping property, fact family, dividend, divisor, quotient, even number, odd number</p>	-Understanding Division -Using Multiplication Facts to Find Division Facts Math journaling <ul style="list-style-type: none"> • Select an appropriate representation of a problem • Discuss the efficiency of different representations of a problem • State a problem in their own words • Use representations to support mathematical ideas • Determine whether a mathematical statement is true or false and explain why • Understand and explain how to organize their thought processes • Answer clarifying questions from others • Listen for understanding of mathematical solutions shared by other students -Real World Connections <ul style="list-style-type: none"> • Formulate problems and solutions from everyday solutions • Work in collaboration with others to solve problems • Compare and contrast mathematical ideas • Connect and apply mathematical information to solve problems • Formulate questions about themselves and their surroundings <p><u>Vocabulary</u>: fact family, dividend, divisor, quotient, even number, odd number</p>

<p>Skills</p>	<ul style="list-style-type: none"> -Understanding Multiplication through arrays and fluency of facts to 12 -Exploring Equal Groups -Writing Multiplication Sentences -Exploring Multiplication Stories -Multiplying with the factors 0, 1, 2, 5, and 9 -Exploring Patterns on a Hundred Chart: 2s @ 5s; 3s @ 6s -Problem Solving: Analyzing Too Little or Too Much; Draw a Picture to Analyze Strategies -Multiplying with the Factors 3, 4, 6, 7, and 8 -Problem Solving: Planning Meals -Exploring Patterns on a Fact Table -Multiplying with 3 Factors -Problem Solving: Look for a pattern and draw a picture -Understanding Division and its relationship with Multiplication -Exploring Division as Sharing and Repeated Subtraction -Exploring Division Stories -Connecting Multiplication and Division -Demonstrate fluency and apply single digit division facts -Use tables, patterns, halving and manipulatives to provide meaning for division -Analyze Word Problems: Choose an Operation -Exploring Even and Odd Numbers -Problem Solving: Using Objects and Make an Organized List -Exploring Algebra: Balancing Scales -Estimate numbers up to 500 -Recognize real world situations in which an estimate is more appropriate 	<ul style="list-style-type: none"> -Exploring Division as Sharing -Exploring Division as Repeated Subtraction -Exploring Division Stories -Connecting Multiplication and Division -Dividing by 1 digit divisors
<p>Assessment</p>	<ul style="list-style-type: none"> -Quizzes 	<ul style="list-style-type: none"> -Quizzes

	<ul style="list-style-type: none"> -Chapters 5, 6 assessments - Homework -Class participation 	<ul style="list-style-type: none"> - Chapter 7 Assessment -Homework -Class participation
Resources	<p><u>Scott Foresman-Addison Wesley</u></p> <ul style="list-style-type: none"> *<u>Teacher's Edition</u> *<u>Student Textbook</u> *<u>Practice Masters</u> *<u>Daily Cumulative Review</u> *<u>Problem-Solving Masters</u> *<u>Teacher's Toolkit</u> *<u>Miscellaneous Reproducible (Fact Practice)</u> *<u>Self- Made Materials (Graphs, Charts, etc.)</u> *<u>Assessment Sourcebook</u> *<u>Test-Taking Practice and Spiral Review Transparencies</u> *<u>Base Tem Manipulative guide</u> *<u>Buckle Down</u> *<u>NYS Assessment Practice Tests</u> 	<p><u>Scott Foresman-Addison Wesley</u></p> <ul style="list-style-type: none"> *<u>Teacher's Edition</u> *<u>Student Textbook</u> *<u>Practice Masters</u> *<u>Daily Cumulative Review</u> *<u>Problem-Solving Masters</u> *<u>Teacher's Toolkit</u> *<u>Miscellaneous Reproducible (Fact Practice)</u> *<u>Self- Made Materials (Graphs, Charts, etc.)</u> *<u>Assessment Sourcebook</u> *<u>Test-Taking Practice and Spiral Review Transparencies</u> *<u>Base Tem Manipulative guide</u> *<u>Buckle Down</u> *<u>NYS Assessment Practice Tests</u>

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From: September 2007 to June 2008 (10 months)

Map Status: In Progress - Shared

Mapping Category	May 2009	June 2009
Theme	-Understanding Fractions -Using Geometry	-Customary and Metric Measurement -Linear Measurement
Content	-understanding fractions -extending fraction concepts -customary linear measurement -Shapes and Solids -Perimeter, Area, and Volume -Identify Similar and Congruent Figures Math journaling <ul style="list-style-type: none"> ● Select an appropriate representation of a problem ● Discuss the efficiency of different representations of a problem ● State a problem in their own words ● Use representations to support mathematical ideas ● Determine whether a mathematical statement is true or false and explain why ● Listen for understanding of mathematical solutions shared by other students -Real World Connections <ul style="list-style-type: none"> ● Work in collaboration with others to solve problems ● Compare and contrast mathematical ideas ● Connect and apply mathematical information to solve problems ● Formulate questions about themselves and their surroundings 	-Customary, Metric, and Linear Measurement Math journaling <ul style="list-style-type: none"> ● Select an appropriate representation of a problem ● Discuss the efficiency of different representations of a problem ● State a problem in their own words ● Use representations to support mathematical ideas ● Determine whether a mathematical statement is true or false and explain why -Real World Connections <ul style="list-style-type: none"> ● Work in collaboration with others to solve problems ● Compare and contrast mathematical ideas ● Connect and apply mathematical information to solve problems ● Formulate questions about themselves and their surroundings
Skills	-Problem Solving: Use Objects and Make an Organized List -Exploring Algebra: Balancing Scales -Compare and order unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and find their	-Exploring length -Measuring to the nearest half and quarter inch

	<p>approximate locations on a number line</p> <ul style="list-style-type: none"> -Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) -Compare and order unit fractions on a number line ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) Use $>$, $<$, $=$ (with and without the use of a number line) to compare whole numbers and unit fractions ($\frac{1}{2}$, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$ and $\frac{1}{10}$) 	<ul style="list-style-type: none"> -Exploring length in feet and inches -Feet, yards, and miles -Exploring centimeters, decimeters, meters, and kilometers -Select and use standard (customary) and non-standard units to estimate measurements -Measure objects, using ounces and pounds -Recognize capacity as an attribute that can be measured -Compare capacities (eg: Which contains more? Which contains less?) -Measure capacity using cups, pints, quarts, and gallons
<p>Assessment</p>	<ul style="list-style-type: none"> -Quiz 7C, 8A, and 8B; additional teacher-made quizzes -Chapter 7 and 8 Assessment -Journaling (Problem of the Day; Prompts) - Homework -Class participation 	<ul style="list-style-type: none"> -Quiz: additional teacher-made quizzes -Chapter Assessment -Journaling (Problem of the Day; prompts) -Nightly homework -Class Participation
<p>Resources</p>	<p><u>Scott Foresman-Addison Wesley</u></p> <ul style="list-style-type: none"> *<u>Teacher's Edition</u> *<u>Student Textbook</u> *<u>Practice Masters</u> *<u>Daily Cumulative Review</u> *<u>Problem-Solving Masters</u> *<u>Teacher's Toolkit</u> *<u>Miscellaneous Reproducible (Fact Practice)</u> *<u>Self- Made Materials (Graphs, Charts, etc.)</u> *<u>Assessment Sourcebook</u> *<u>Test-Taking Practice and Spiral Review Transparencies</u> 	<p><u>Scott Foresman-Addison Wesley</u></p> <ul style="list-style-type: none"> *<u>Teacher's Edition</u> *<u>Student Textbook</u> *<u>Practice Masters</u> *<u>Daily Cumulative Review</u> *<u>Problem-Solving Masters</u> *<u>Teacher's Toolkit</u> *<u>Miscellaneous Reproducible (Fact Practice)</u> *<u>Self- Made Materials (Graphs, Charts, etc.)</u> *<u>Assessment Sourcebook</u> *<u>Test-Taking Practice and Spiral</u>

	<p><u>*Base Tem Manipulative guide</u></p> <p><u>*Buckle Down</u></p> <p><u>*NYS Assessment Practice Tests</u> _____</p>	<p><u>Review Transparencies</u></p> <p><u>*Base Tem Manipulative guide</u></p> <p><u>*Buckle Down</u></p> <p><u>*NYS Assessment Practice Tests</u> _____</p>
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