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Chief School Administrator

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Business Administrator

Grade 3 Unit 6— Dates: 5/12/25 - 6/2/25

Rationale for Unit 6 Expectations

In Grade 3, students are developing understanding of two-dimensional shapes having many attributes and knowing these attributes will help you categorize shapes through the productive struggle of open-ended word problems and constructivist approaches. Grade level standards are built upon the knowledge of understanding of drawing, naming and classifying two- and three-dimensional shapes from previous grades. Grade level whole group instruction should be supported through independent stations, teacher led small groups and refined in small group center work.

Unit 6 Description & Expectations

Days of Instruction: 14 days **Includes 1 day for Diagnostic 3 (6/2)*

Unit Completion Date: 6/2

Unit Themes: Shapes: Attributes and Categories and Partitioning

[Topic: Understand Categories of Shapes and Classifying Quadrilaterals](#)

[Topic: Partition Shapes into Parts with Equal Areas](#)



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



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

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

Ready Classroom Math design & expectations:

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

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

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

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



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Action Lessons students apply strategies and build procedural fluency.

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

- **Try It** - The teacher displays the *Start* question to draw on prior knowledge to the day's session. The teacher guides students in making sense of the problem, and to slow down to recognize and understand important information in the problem before beginning to solve. Teacher displays the problem and uses:

- *Language Routines* - Three Reads, Co-Crafted Questions, Notice/Wonder and Say It Another Way
- *Teacher Moves* - Turn & Talk and Individual Think Time (*Typically 10 seconds to 2 minutes*)

Students apply what they have learned while making sense of the

Ready Unit Prerequisite Report.

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

Tier II or Tier III Remedial

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



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

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

Closing: (2-5 minutes daily)

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

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



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



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

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



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



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<ul style="list-style-type: none">● Ready - Math In Action● CFAs● Exit Tickets	<ul style="list-style-type: none">● Anecdotal Notes● Grade Level Math Interview● CFAs● RCM Fluency Practice Pages● RCM Prerequisite Lessons● RCM Tools for Instruction Lessons● Exit Tickets● Achieve the Core Coherence Map● Illustrative Mathematics	Fluency Practice Pages, exit tickets, rubrics, reflections, etc.
Standards		
<p>3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i></p> <p>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</p>	<p>In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below:</p> <p>**Unit 6 Center Focuses:</p> <p>3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.</p> <p>3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations,</p>	



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different areas or with the same area and different perimeters.

and/or the relationship between addition and subtraction.

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.



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Unit 6 Math Pacing Guide

Topic: Understand Categories of Shapes and Classifying Quadrilaterals		
Student Learning Standard(s):	3.G.A.1	3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Math Practices:	<ul style="list-style-type: none"> <li style="width: 50%;">MP.1 Make sense of the problem and persevere in solving them. <li style="width: 50%;">MP.2 Reason abstractly and quantitatively. <li style="width: 50%;">MP.3 Construct viable arguments and critique the reasoning of others. <li style="width: 50%;">MP.4 Model with Mathematics. <li style="width: 50%;">MP.5 Use appropriate tools strategically. <li style="width: 50%;">MP.6 Attend to precision. <li style="width: 50%;">MP.7 Look for and make use of structure. 	
Days: 7 (*5/5- 5/9 were accounted for NJSLA placeholder days) Lesson 30: 5/12 - 5/14 Lesson 31: 5/15 - 5/20	Focus: Supporting Content	Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills		
Objective:	We are learning to: <ul style="list-style-type: none"> Identify and draw two-dimensional shapes and their attributes. (L30, session 1 & 2) Compare and contrast and categorize attributes of two-dimensional shapes. (L30, session 1 & 2) 	



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	<ul style="list-style-type: none"> ● Categorize two-dimensional shapes according to attributes. (L30, session 1 & 2) ● Identify and draw two-dimensional shapes that do not belong to a category. ● Identify and draw quadrilaterals and their attributes and categorize quadrilaterals according to attributes. (L31, session 1 & 2) ● Compare and contrast attributes of quadrilaterals and identify shared attributes of different quadrilaterals. (L31, session 1 & 2) ● Identify and draw quadrilaterals that do not belong to a given category
Essential Question(s):	How does sorting make our lives more organized?

Core Resources	
Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons Lesson 30 *Lesson 30 S1 materials for each student: ruler, Activity Sheet: Dot Paper Lesson 31	-RCM Lesson Quizzes -CFAs
Additional Leveled Resources	



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Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
-Anchor Chart Links 3.G.A.1 -Number Sense Lessons/Resources -Interactive Tools -BrainPopJr. – Plane Shapes -LearnZillion Resources 3.G.1 - Online Manipulatives in Mathigon	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: NAME -RCM Center Activities -RCM Enrichment Activities	-RCM Prerequisite Lessons -RCM Tools for Instruction -BrainPopJr. – Plane Shapes -LearnZillion Resources 3.G.1
Vocabulary for Students	Mentor Text List	
Attribute parallel parallelogram quadrilateral rectangle rhombus right angle angle hexagon pentagon	<i>Shape Up! Fun with Triangles and other Polygons!</i> by David Adler (YouTube Read Aloud) Geometry Read Aloud Resources	



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Topic: Partition Shapes into Parts with Equal Areas		
Student Learning Standard(s):	3 G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part of $\frac{1}{4}$ of the area of the shape
Math Practices:	<ul style="list-style-type: none"> MP.1 Make sense of the problem and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure. <ul style="list-style-type: none"> MP.2 Reason abstractly and quantitatively. MP.4 Model with Mathematics. MP.6 Attend to precision. 	
Days: 3 Lesson 33: 5/21-5/28 5/29 Place Holder Field Trip	Focus: Supporting Content	Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills		
Objective:	We are learning to: <i>*All sessions</i> <ul style="list-style-type: none"> Partition a shape into equal areas. Express the area of each equal part as a unit fraction of the whole shape. Partition the same shape in different ways. 	
Essential Question(s):	How are models/drawings useful in math?	



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Core Resources		
Core Whole Group Resources	Core Formative Assessment	
<p>Ready Classroom Math Lessons Lesson 33 Prerequisite: Grade 2 Lesson 29 S1 & S2</p> <p>Lesson 33 - Session 1 - 3 *Lesson materials for each student: Activity Sheet: 1-inch grid paper</p>	<p>-RCM Lesson Quizzes -CFAs</p>	
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<p>-Anchor Chart Links -Number Sense Lessons/Resources -Interactive Tools -Online Manipulatives in Mathigon</p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: NAME -RCM Center Activities -RCM Enrichment Activities -Inside Mathematics -Fact Practice for Speed and Accuracy: Xtra Math -Fact Practice for Flexibility: Splash Learn</p>	<p>-RCM Prerequisite Lessons -RCM Tools for Instruction -Inside Mathematics</p>
Vocabulary for Students	Mentor Text List	



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Area equivalent fraction fraction

Geometry Read Aloud Resources



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Computer Science (8.1) and Design Thinking (8.2)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Preparation for College, Careers, and Beyond

Career Ready Practices

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



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<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p style="text-align: center;">Preparation (9.2), Life Literacies and Key Skills (9.4)</p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.</p> <p>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th colspan="2" style="text-align: center;">Personal Financial Literacy (Standard 9.1)</th> </tr> <tr> <td style="text-align: center;">Strand A</td> <td>Income and Careers</td> </tr> <tr> <td style="text-align: center;">Strand B</td> <td>Money Management</td> </tr> <tr> <td style="text-align: center;">Strand C</td> <td>Credit and Debt Management</td> </tr> <tr> <td style="text-align: center;">Strand D</td> <td>Planning, Saving, and Investing</td> </tr> <tr> <td style="text-align: center;">Strand E</td> <td>Becoming a Critical Consumer</td> </tr> <tr> <td style="text-align: center;">Strand F</td> <td>Civic and Financial Responsibility</td> </tr> <tr> <td style="text-align: center;">Strand G</td> <td>Insuring and Protecting</td> </tr> <tr> <th colspan="2" style="text-align: center;">Career Awareness, Exploration, and Preparation (Standard 9.2)</th> </tr> <tr> <td style="text-align: center;">Strand A</td> <td>Career Awareness (by end of Grade 4)</td> </tr> <tr> <td style="text-align: center;">Strand B</td> <td>Career Exploration (by end of Grade 8)</td> </tr> <tr> <td style="text-align: center;">Strand C</td> <td>Career Preparation (by end of Grade 12)</td> </tr> </table>	Personal Financial Literacy (Standard 9.1)		Strand A	Income and Careers	Strand B	Money Management	Strand C	Credit and Debt Management	Strand D	Planning, Saving, and Investing	Strand E	Becoming a Critical Consumer	Strand F	Civic and Financial Responsibility	Strand G	Insuring and Protecting	Career Awareness, Exploration, and Preparation (Standard 9.2)		Strand A	Career Awareness (by end of Grade 4)	Strand B	Career Exploration (by end of Grade 8)	Strand C	Career Preparation (by end of Grade 12)
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Cross-Curricular Connections	
Interdisciplinary Connections	Technology Integration and Literacy
<ul style="list-style-type: none"> ● Literature connections (math mentor texts identified in “Resources and Activities”) ● Math journals 	<p>Online links and possible resources for the integration of technology into lessons are embedded within the “Possible Resources and Activities” column for each Topic area.</p>



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| <ul style="list-style-type: none"> ● Math word wall ● Literacy Connections & Activities Ready Classroom Math | |
|--|--|

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



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

Amy Morley
Chief School Administrator

Kimberly Fleetwood
Business Administrator

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Individualized Learning Opportunities			
Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. iReady			