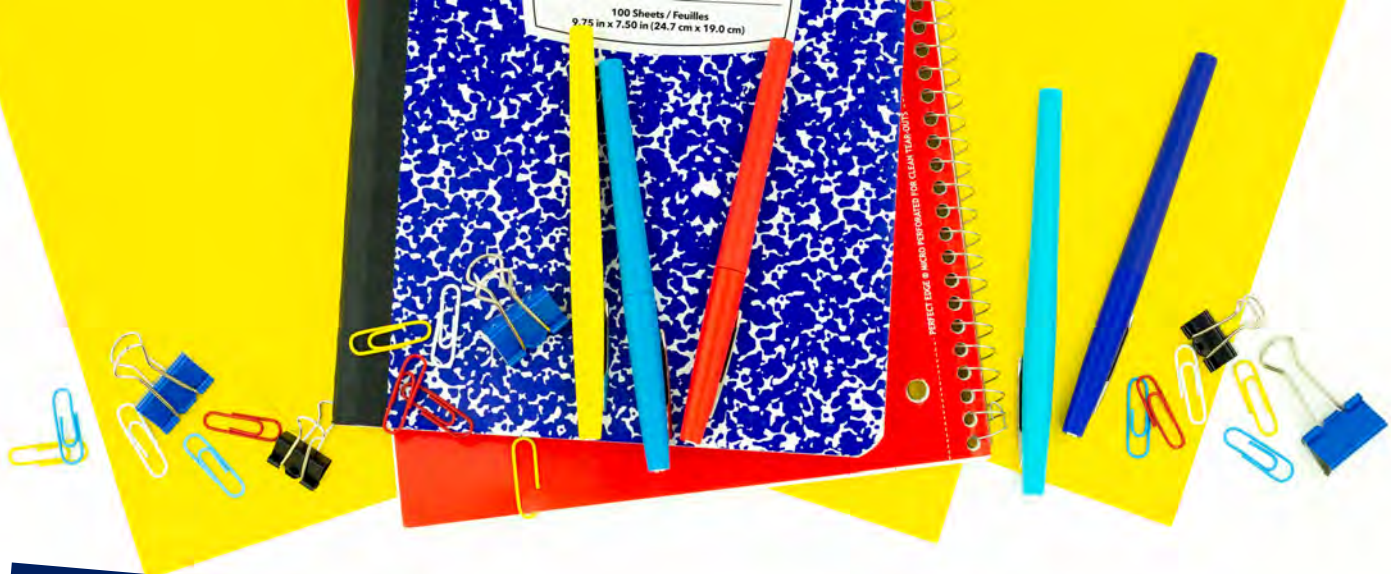# NOT SO WIMPY

FULL YEAR
BUNDLE

3RD GRADE
MATH CURRICULUM

WHOLE GROUP & SMALL GROUP LESSON PLANS, POWERPOINTS, PROBLEM SETS, HOMEWORK, EXIT TICKETS, ENGAGING ACTIVITIES, ASSESSMENTS AND MORE

NOT SO wimpy Teacher

UNIT 3: ADDITION & SUBTRACTION at a glance

Day 1 Pretest & Expanded Form	Day 2 Number Line Addition	Day 3 Number Line Addition	Day 4 Addition with the Standard Algorithm	Day 5 Addition with the Standard Algorithm
Day 6 Addition with the Standard Algorithm Word Problems	Day 7 Commutative Property	Day 8 Associative Property	Day 9 Associative Property	Day 10 Review Day
Day 11 Subtraction with a Number Line	Day 12 Subtraction with a Number Line	Day 13 Subtraction with Models	Day 14 Subtraction with Models	Day 15 Subtraction with the Standard Algorithm
Day 16 Subtraction with the Standard Algorithm	Day 17 Subtracting Across Zeros	Day 18 Subtracting Across Zeros	Day 19 Word Problems	Day 20 Review Day
Day 21 Relationship Between Addition and Subtraction	Day 22 Patterns	Day 23 Word Problems	Day 24 PBL	Day 25 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.NBT.2, 3.OA.8, and 3.OA.9

INCLUDES A PACING GUIDE TO SEE EACH UNIT AT A GLANCE
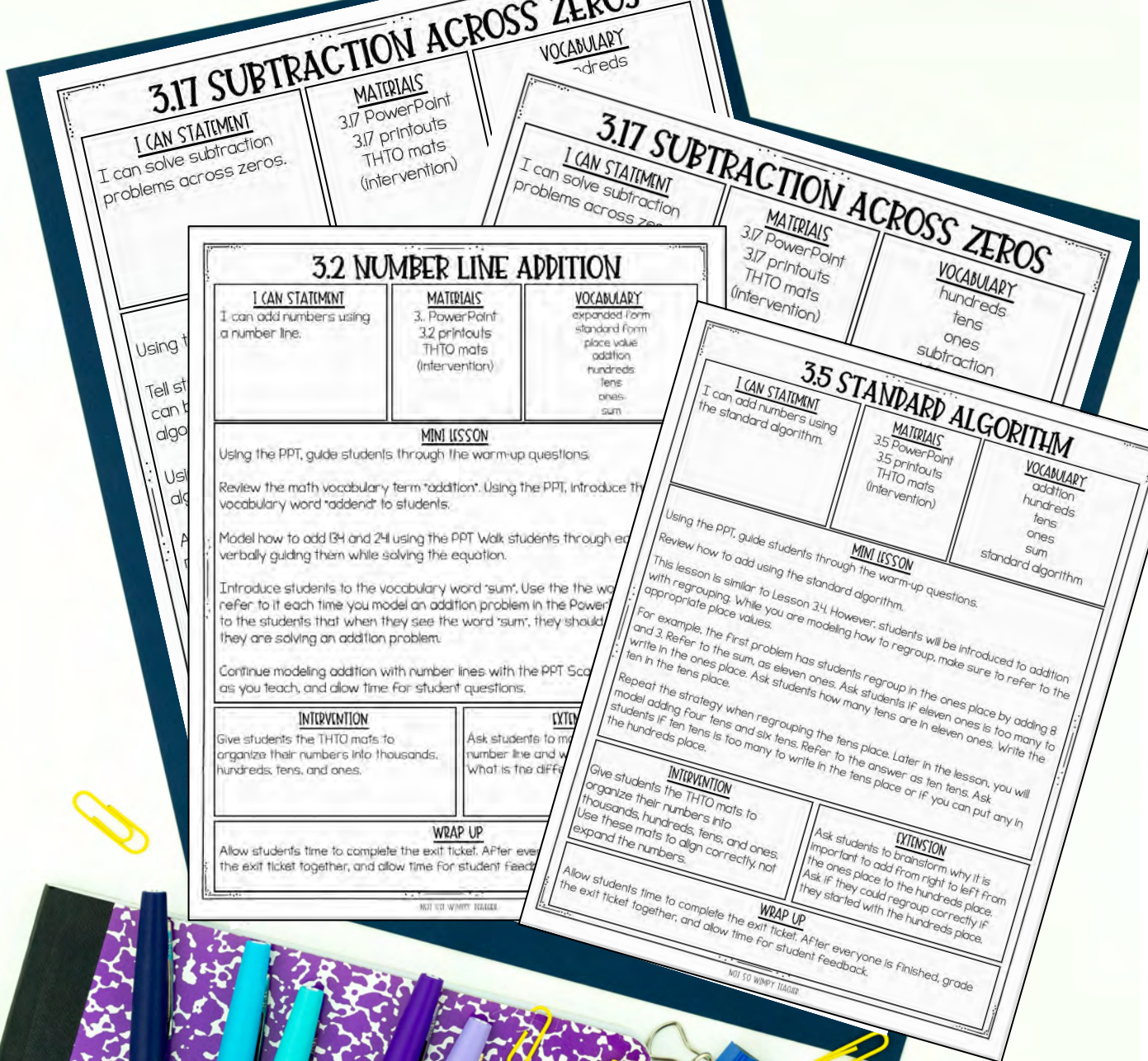
3.17 SUBTRACTION ACROSS ZEROS

I CAN STATEMENT
I can solve subtraction problems across zeros.

MATERIALS
3.17 PowerPoint
3.17 printouts
THTO mats (intervention)

VOCABULARY
hundreds
tens
ones
subtraction

3.2 NUMBER LINE ADDITION

I CAN STATEMENT
I can add numbers using a number line.

MATERIALS
3. PowerPoint
3.2 printouts
THTO mats (intervention)

VOCABULARY
expanded form
standard form
place value
addition
hundreds
tens
ones
sum

MINI LESSON

Using the PPT, guide students through the warm-up questions.

Review the math vocabulary term "addition". Using the PPT, introduce th_ vocabulary word "addend" to students.

Model how to add 134 and 241 using the PPT. Walk students through e__ verbally guiding them while solving the equation.

Introduce students to the vocabulary word "sum". Use the the wo__ refer to it each time you model an addition problem in the PowerP___ to the students that when they see the word "sum", they should __ they are solving an addition problem.

Continue modeling addition with number lines with the PPT. Sca__ as you teach, and allow time for student questions.

INTERVENTION
Give students the THTO mats to organize their numbers into thousands, hundreds, tens, and ones.

EXTE___
Ask students to m__ number line and w__ What is the diff___

WRAP UP
Allow students time to complete the exit ticket. After eve__ the exit ticket together, and allow time for student feedba__

3.5 STANDARD ALGORITHM

I CAN STATEMENT
I can add numbers using the standard algorithm.

MATERIALS
3.5 PowerPoint
3.5 printouts
THTO mats (intervention)

VOCABULARY
addition
hundreds
tens
ones
sum
standard algorithm

MINI LESSON

Using the PPT, guide students through the warm-up questions.

Review how to add using the standard algorithm.

This lesson is similar to Lesson 3.4. However, students will be introduced to addition with regrouping. While you are modeling how to regroup, make sure to refer to the appropriate place values.

For example, the first problem has students regroup in the ones place by adding 8 and 3. Refer to the sum, as eleven ones. Ask students how many tens are in eleven ones. Write the one in the ones place. Ask students if eleven ones is too many to write in the ones place. Write the ten in the tens place.

Repeat the strategy when regrouping the tens place. Refer to the answer as ten tens. Ask students if ten tens is too many to write in the tens place or if you can put any in the hundreds place.

INTERVENTION
Give students the THTO mats to organize their numbers into thousands, hundreds, tens, and ones. Use these mats to align correctly, not expand the numbers.

EXTENSION
Ask students to brainstorm why it is important to add from right to left from the ones place to the hundreds place. Ask if they could regroup correctly if they started with the hundreds place.

WRAP UP
Allow students time to complete the exit ticket. After everyone is finished, grade the exit ticket together, and allow time for student feedback.

INCLUDES DAILY WHOLE GROUP LESSON PLANS WITH EVERY UNIT!

2.6 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, eraser, marker

MATERIALS FOR STUDENTS: whiteboards, erasers, markers

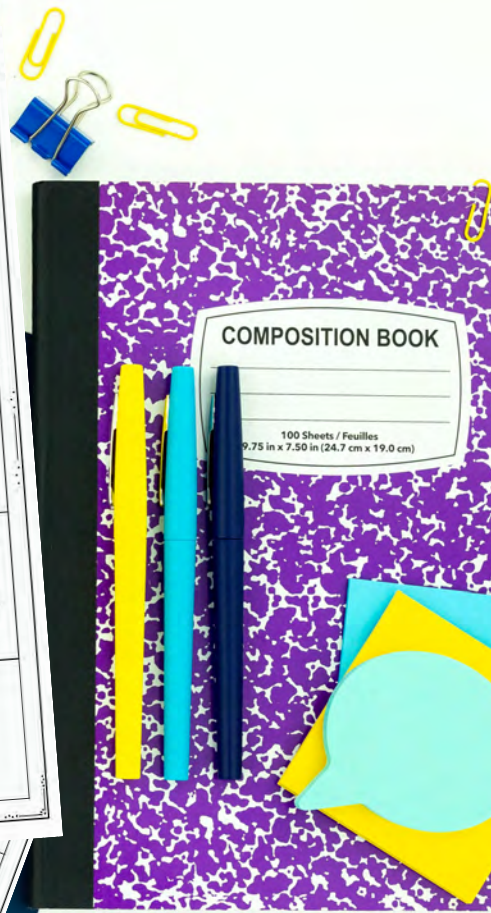|	
APPROACHING	Have students skip count by 100. Explain that in this exercise we will use hundreds to start and end our number lines. Model using the number 452. Ask students what number is in the hundreds place. Explain that this will be the bottom hundred on the number line. Have students count to the next hundred to find the top hundred on the number line. Continue practicing using numbers: 627, 778, and 804.
ON TRACK	Model how to draw the midpoint number line for students. Write the number 452 on your whiteboard. Review how to find the hundreds. Ask students to help you find the midpoint. Ask students to find the hundreds for 769. Have them find the midpoint. Continue practice using the following numbers 348, 589, and 722
MASTERED	Ask students to find the hundreds and the midpoint for 452. If students can do this with little issues, have them continue with the following numbers: 542, 603, and 899. If students are doing well, ask them to find the tens and the midpoint and then the hundreds and the midpoint for each number you give them. Have students share the different strategies for the tens and finding the hundreds when given numbers.
NOTES:	

2.5 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, eraser, marker, laminated "Rou... or paper hundreds chart in sleeve protectors (at least one ...ent in the group.

MATERIALS FOR STUDENTS: whiteboard, eraser, marker

APPROACHING	Circle the number 53 on the hundred chart. Or... row. Count the spaces with the group to detr... number 53 would round to. Repeat using the ... 45. -If this group is larger, print multiple round... students.
ON TRACK	Circle 60. Have students determine all ... to 60. Repeat with numbers 20, 40, a... a pattern. Start by using the roundi... wean off it.
MASTERED	Give students the number 13... number that would round t... would not round to that te... reasoning to the group. R... numbers: 160, 180 and 120. **Possible A...**
NOTES:	

INCLUDES DAILY SMALL GROUP/ MEET WITH TEACHER LESSON PLANS

Unit 3 Lesson 2   Problem Set

Directions: Write the expanded form of each number on the line.

1.

Direct

2.

Name: _____

Unit 3 Lesson 11   Problem Set

Directions: Complete the sequence by filling in the missing numbers.

1.   293, 303, 313, _____ , _____

  102, 112, 122, _____ , _____

  837, 847, 857, _____ , _____

Directions: Subtract each set of numbers using the

3.   2   735
    − 232

3.   806
   −405

4.   754

Name: _____

Unit 3 Lesson 12   Homework

Directions: Complete the sequence by filling in the missing numbers.

Name: _____

Unit 3 Lesson 12   Homework

Directions: Complete the sequence by filling in the missing numbers.

numbers using the number line strategy

Name: _____

Unit 3 Lesson 13   Exit Ticket

Directions: Subtract the numbers using models.

1.   477   hundreds | tens | ones

Name: _____

Unit 3 Lesson 11   Exit Ticket

Directions: Subtract using the number line strategy.

Name: _____

Unit 3 Lesson 14   Exit Ticket

Directions: Subtract the numbers using models.

1.   847   hundreds | tens | ones
   − 479

INCLUDES PROBLEM SETS, HOMEWORK, AND EXIT TICKETS FOR EACH DAY

Name: _____

Unit 3 Lesson 7   Problem Set

Directions: Draw a line from each expression to its corresponding commutative property expression.

1.   135 + 985   875 + 625

  625 + 875   865 + 325

  325 + 865   985 + 135

Directions: Solve each problem, and use the commutative property to write an equivalent addition problem.

2.   795   3.   349
   + 438   + _____   + 608   + _____

4.   1,465   5.   2,659
   + 2,435   + _____   + 6,568   + _____

6.   3,264   7.   4,870
   + 3,932   + _____   + 2,989   + _____
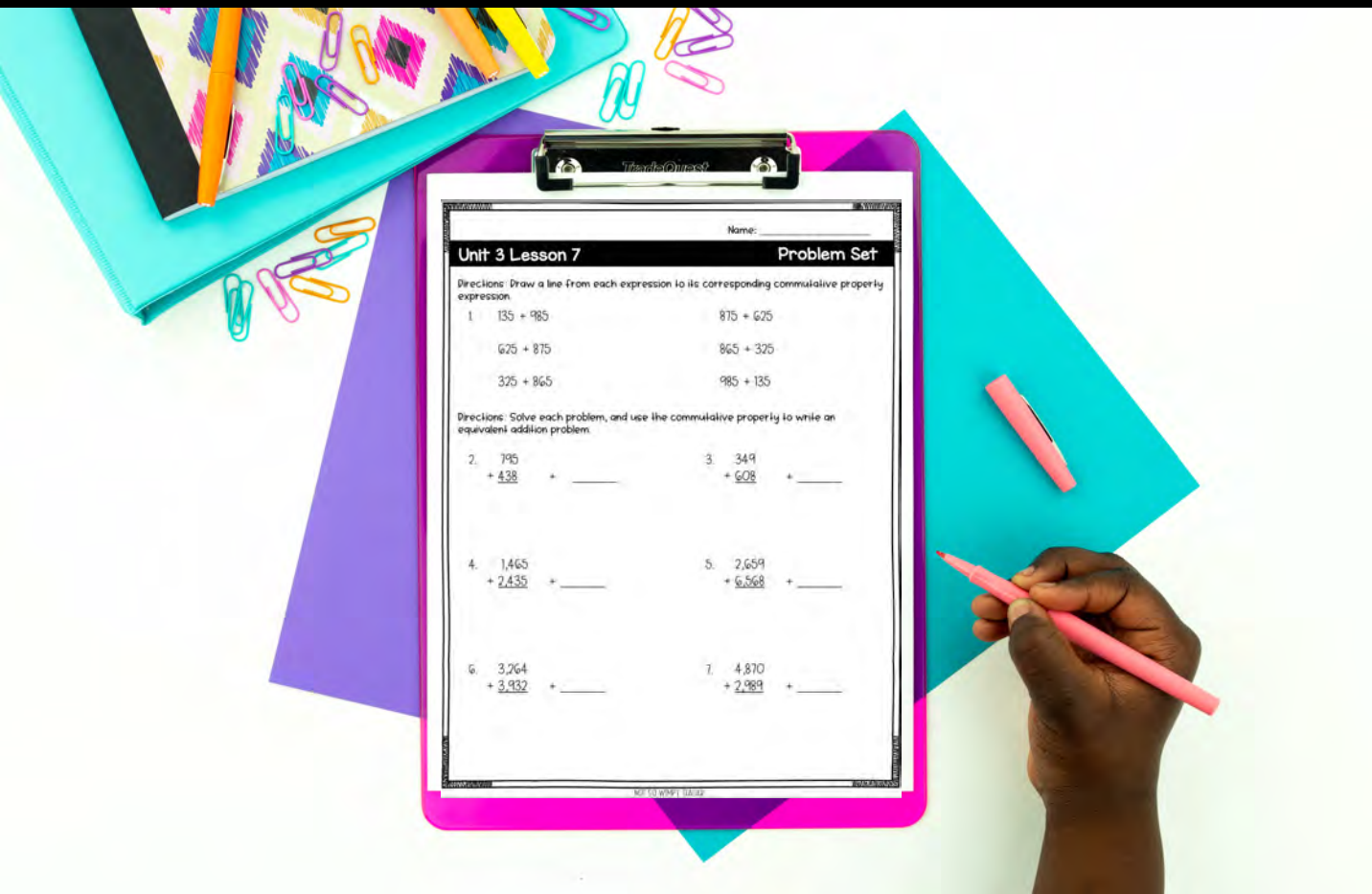
tools for intervention, enrichment, and scaffolding students to mastery

Midpoint Number Lines

Vertical Number Lines

Horizontal Number Lines
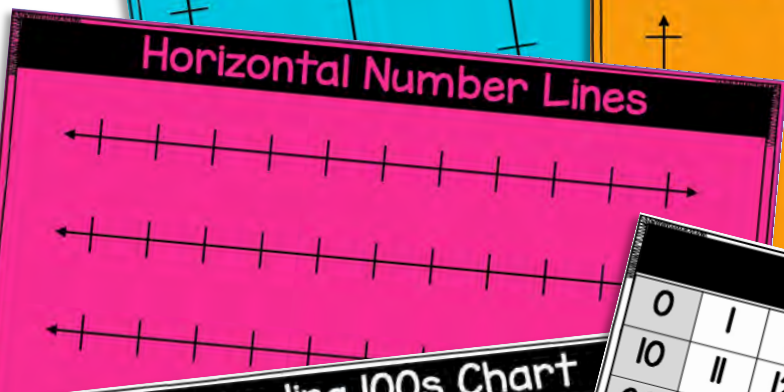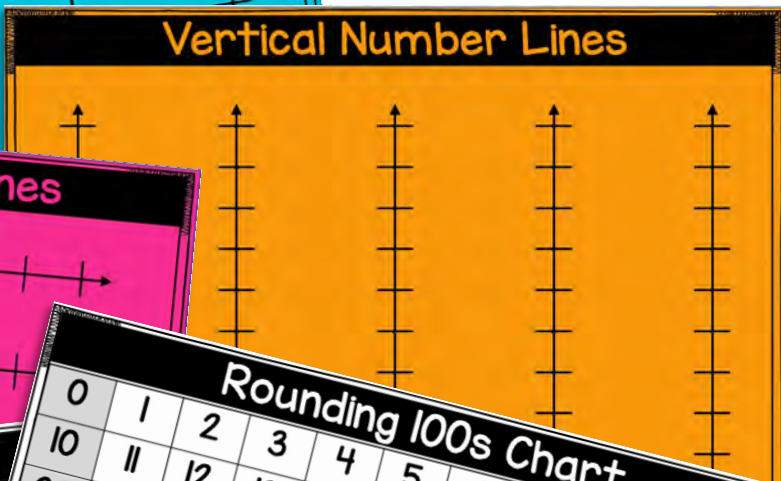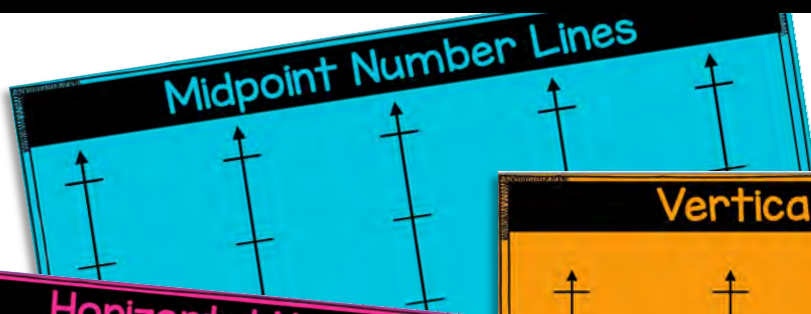
Rounding 100s Chart

	Round Down							Round U...
0	1	2	3	4	5	6	7	
10	11	12	13	14	15	16	17	
20	21	22	23	24	25	26	27	
30	31	32	33	34	35	36	3...	
40	41	42	43	44	45	46	4...	
50	51	52	53	54	55	56		
60	61	62	63	64	65	66		
70	71	72	73	74	75	7...		
80	81	82	83	84	85	86	87	
90	91	92	93	94	95	96	97	98	99

Rounding 100s Chart

0	1	2	3	4	5	6	7	8	9	10
10	11	12	13	14	15	16	17	18	19	20
20	21	22	23	24	25	26	27	28	29	30
30	31	32	33	34	35	36	37	38	39	40
40	41	42	43	44	45	46	47	48	49	50
50	51	52	53	54	55	56	57	58	59	60
60	61	62	63	64	65	66	67	68	69	70
70	71	72	73	74	75	76	77	78	79	80
80	81	82	83	84	85	86	87	88	89	90
90	91	92	93	94	95	96	97	98	99	100

NOT SO WIMPY TEACHER

FOR USE WITH LESSON 2.2

LET'S G

What a game! The Springfield Stingrays wo
stadium, it's

Bus Color
Red

HALFTIME GAME

Three people get chosen to play a halftime game! Each person gets 5 throws through the goal posts to try and beat 250 points. Use the tally chart below to help you answer the questions.

	THROWS WORTH	THROWS WORTH	THROWS WORTH	TOTAL POINTS

100   10
1

1. Fill in the total points

2. Who won the game

3. How many more pc

4. Part A: If the playe

   Part B: How many r

5. If you were chose
   but less than 500

G

Your favorite thi
off, you pulled out

TEAM:

HALFTIME SHOW

Wow what a first half! The Stingrays are leading by two! Now it's time for some halftime entertainment.

SPRINGFIELD STINGRAYS

SPRINGFIELD STINGRAYS
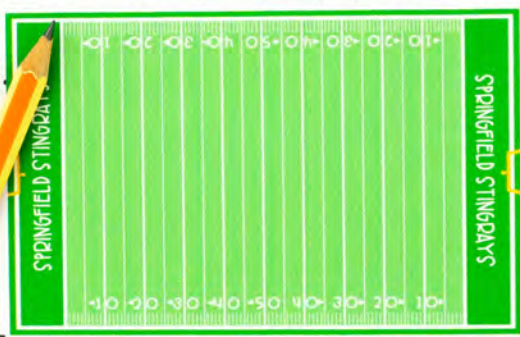
1. The band started performing at the 0 yard line. They moved 35 yards forward and then 17 yards back. Where did they end?

2. The dancing Stingettes, began performing at the 24 yard line and they danced 12 more yards. Where did their performance end?

After the band and Stingettes finished performing, the cheerleaders performed three cheers.

ORDER	CHEER NAME	CHEER LENGTH
1	T-E-A-M	75 seconds
2	Go, Stingrays!	163 seconds
3	Get Excited!	

3. How long did the first two cheers last?

4. If all three cheer routines lasted 300 seconds in total, how many seconds did the third cheer last?

3.21 Related Facts

I can explain the rela
between additior

Fact Fluency

Subtraction within 20

$20 - 15 =$

Related Facts

Turn and Talk!

What do you notice about the rela
between addition and subtract

$$82 \qquad 150$$
$$+68 \qquad - 68$$

Related Facts

Using the fact we solved earlier,
write a related addition fact.

Related Facts

Using the fact we solved
write a related subtract

Exit Ticket

Directions: Solve each problem. Write a related fact beside the problem.

1. $956 - 369$ $+$ _____

2. $200 - 147$ $+$ _____

3. $347 + 299$ $-$ _____

4. $503 + 477$ $-$ _____

Centers

	MON.	TUES.	WED.	THURS.
	Meet the Teacher	Independent	Meet the Teacher	Independent
	Technology	Math Facts	Technology	Math Facts
	Independent	Meet the Teacher	Independent	Meet the Teacher
	Math Facts	Technology	Math Facts	Technology
	Technology	Math Facts	Technology	Math Facts
	Meet the Teacher	Independent	Meet the Teacher	Independent
	Math Facts	Technology	Math Facts	Technology
	Independent	Meet the Teacher	Independent	Meet the Teacher

NOT SO WIMPY TEACHER

INCLUDES DAILY POWERPOINTS FOR TEACHING EACH MATH SKILL.

CARD 12:

(633 + 105) + 611

CARD 11: 761 books were delivered to Monday. On

CARD 10: Jack earned 429 points in the first level of his video game. He earned 113 more points in the bonus round. How many points did Jack earn?

CARD 2:
98

CARD 1:
312
+224

START
ROLL AGAIN

LOSE A TURN
BACK 3 SPACES
ROLL AGAIN

UP 4 SPACES
UP 4 SPACES
BACK 3 SPACES
LOSE A TURN

ROLL AGAIN
UP 4 SPACES

LOSE A TURN
END
BACK 3 SPACES

LOSE A TURN
ROLL AGAIN
BACK 3 SPACES

LOSE A TURN
ROLL AGAIN
UP 4 SPACES
LOSE A TURN

BACK 3 SPACES
UP 4 SPACES
UP 4 SPACES
BACK 3 SPACES

LOSE A TURN

CARD 13: Elliot's team earned 310 points in the first round. His team earned 585 points in the second round. How many points did the team earn in both rounds?

GAMES AND SCOOTS ARE INCLUDED FOR END OF THE UNIT REVIEW
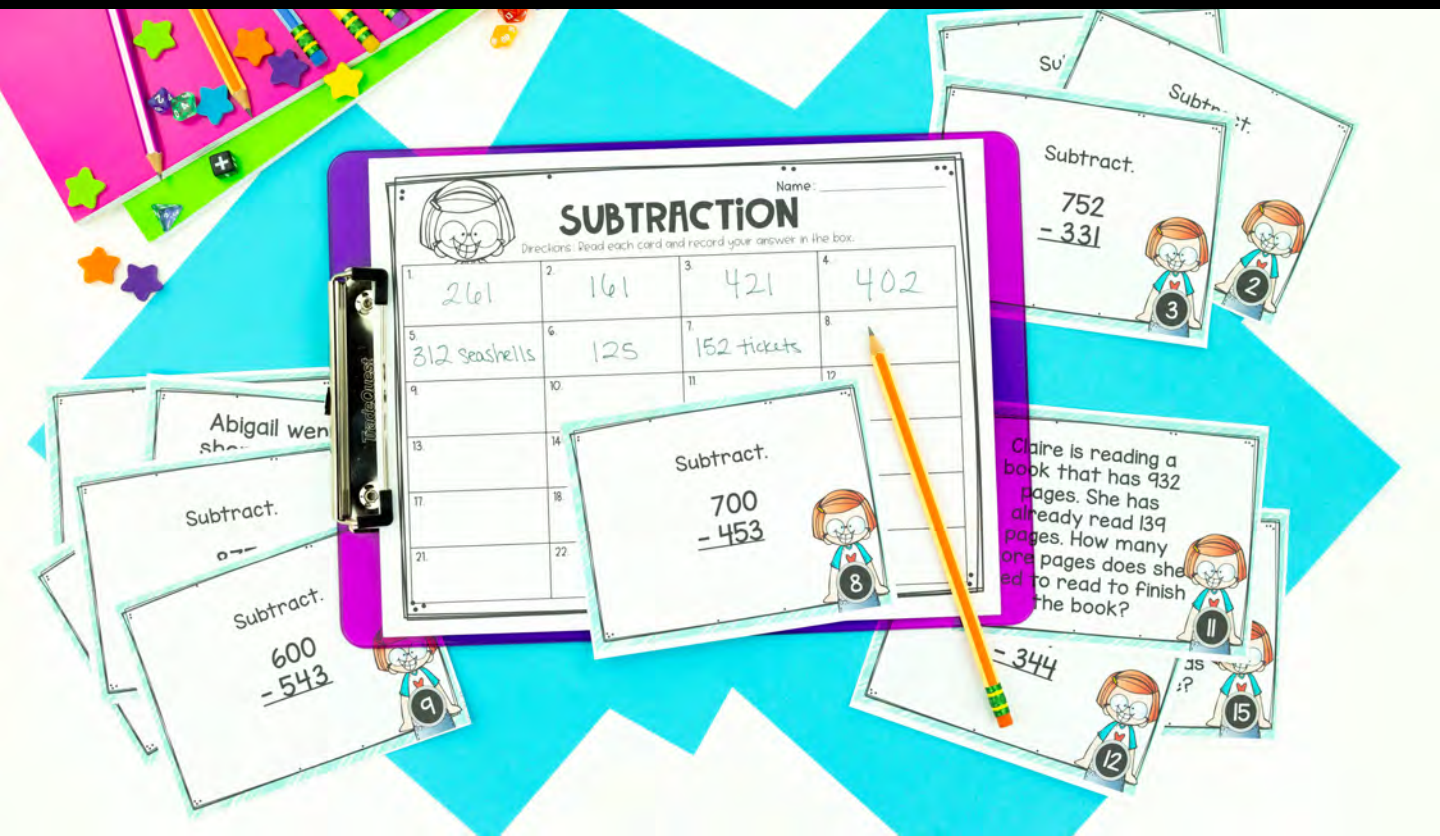
SUBTRACTION
Name:
Directions: Read each card and record your answer in the box.

1. 261	2. 161	3. 421	4. 402
5. 312 seashells	6. 125	7. 152 tickets	8.
9.	10.	11.	12.
13.	14.		
17.	18.		
21.	22.		

Subtract.
752
- 331
③

Subtract.
②

Abigail went sho

Subtract.

Subtract.
700
- 453
⑧

Claire is reading a book that has 932 pages. She has already read 139 pages. How many more pages does she need to read to finish the book?
⑪

Subtract.
600
- 543
⑨

- 344
⑫   ⑮

Unit 3

9. Solve each problem, and then use a related addition fact for each prob

324
+ 626

10. Solve each problem.

459 + (174 + 265) =

(459 + 174) + 265 =

11. Subtract each set of numbers

400
- 274

700
- 53

12. Write the four related facts f
878.

(459 + 174) + 265 =   633
898

11. Subtract each set of number

400
- 274
126

12. Write the four related facts for
878.
878 - 514 = 364   514
878 - 364 = 514   364

Unit 3

1. Change each number to expanded form add.

422
+ 208

564
+ 333

2. Add each set of numbers using the number

312 + 407

4. Add each set of numbers using the s

375
+ 265
640

633
+ 297
930

Name: _____

Unit 3   Assessment

5. Use models to find the difference.

763
- 252

hundreds	tens	ones

472
- 399

hundreds	tens	ones

6. Subtract each set of numbers using the number line strategy.

459 - 233

the standard algorithm.

654
- 544

the standard algorithm.

354
- 298

the standard algorithm.

654
- 544
110

8. Subtract each set of numbers using the standard algorithm.

609
- 367
242

742
- 477
265

354
- 298
56

Skill		Expanded Form addition	Number line addition	Standard algorithm addition no regrouping	Standard algorithm addition with regrouping	Use models to subtract	Number line subtraction	Standard algorithm subtraction no regrouping	Standard algorithm subtraction with regrouping	Comm. property	Associative property
Student	Question Number	1	2	3	4	5	6	7	8	9	10
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2
		__/2	__/2	__/3	__/3	__/2	__/2	__/3	__/3	__/2	__/2

COMPOSITION BOOK

ROUNDING WITH MIDPOINT

Step 1:
FIND THE
_____

Step 3:
BEFORE OR
AFTER THE
_____

NOT SO WIMPY TEACHER

VOCABULARY CARDS AND ANCHOR CHARTS FOR TEACHER AND STUDENTS TO REFERENCE THROUGHOUT THE UNIT

EXPANDED FORM
numbers that are stretched

$200 + 80 + 5$

MIDPOINT
halfway between two

50

45

DIGIT
The numbers
0,1,2,3,4,5,6,7,8,9

0, 1, 2, 3,
4, 5, 6, 7,
8, 9

NOT SO WIMPY TEACHER

each day of math is fully planned for you with all the tools you'll need!

UNIT 1: BACK TO SCHOOL *at a glance*

Day 1	Day 2	Day 3	Day 4	Day 5
Math About Me and Mystery Puzzle	Telling Time- Clock Schedule Builder	Fact Family Friends	Skip Counting	Place Value

Notes:

UNIT 2: PLACE VALUE *at a glance*

Day 1 Pretest & Place Value Forms	Day 2 Find the Tens	Day 3 Rounding to the nearest 10	Day 4 Rounding to the nearest 10	Day 5 Rounding to the nearest 10
Day 6 Find the Hundreds	Day 7 Rounding to the Nearest 100	Day 8 Rounding to the Nearest 100	Day 9 Review with Scoot or Board Game	Day 10 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARD: 3.NBT.1

Notes:

UNIT 3: ADDITION & SUBTRACTION *at a glance*

Day 1 Pretest & Expanded Form	Day 2 Number Line Addition	Day 3 Number Line Addition	Day 4 Addition with the Standard Algorithm	Day 5 Addition with the Standard Algorithm
Day 6 Addition with the Standard Algorithm Word Problems	Day 7 Commutative Property	Day 8 Associative Property	Day 9 Associative Property	Day 10 Review Day
Day 11 Subtraction with a Number Line	Day 12 Subtraction with a Number Line	Day 13 Subtraction with Models	Day 14 Subtraction with Models	Day 15 Subtraction with the Standard Algorithm
Day 16 Subtraction with the Standard Algorithm	Day 17 Subtracting Across Zeros	Day 18 Subtracting Across Zeros	Day 19 Word Problems	Day 20 Review Day
Day 21 Relationship Between Addition and Subtraction	Day 22 Patterns	Day 23 Word Problems	Day 24 PBL	Day 25 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.NBT.2, 3.OA.8, and 3.OA.9

UNIT 4: MULTIPLICATION *at a glance*

Day 1 Pre-assessment & Repeated Addition	Day 2 Repeated Addition	Day 3 Equal Groups	Day 4 Equal Groups	Day 5 Repeated Addition & Equal Groups
Day 6 Zero and Identity Properties	Day 7 Arrays	Day 8 Arrays	Day 9 Number Lines	Day 10 Number Lines
Day 11 Skip Counting	Day 12 Patterns	Day 13 Commutative Property	Day 14 Associative Property	Day 15 Associative Property
Day 16 Multiples of Ten	Day 17 Word Problems	Day 18 Word Problems	Day 19 Review	Day 20 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.NBT.3, 3.OA.1, 3.OA.3. 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9

UNIT 5: DIVISION *at a glance*

Day 1 Preassessment & Equal Groups	Day 2 Equal Groups	Day 3 Repeated Subtraction	Day 4 Repeated Subtraction	Day 5 Tape Diagrams
Day 6 Tape Diagrams	Day 7 Arrays	Day 8 Arrays	Day 9 Division as Multiplication	Day 10 Review
Day 11 Fact Families	Day 12 Missing Factor	Day 13 Missing Factor	Day 14 Missing Divisor	Day 15 Missing Divisor
Day 16 Division Word Problems	Day 17 1 and 2 Step Word Problems	Day 18 1 and 2 Step Word Problems	Day 19 PBL	Day 20 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.NBT.3, 3.OA.1, 3.OA.3. 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9

Notes:

UNIT 6: AREA & PERIMETER *at a glance*

Day 1 Polygons	Day 2 Quadrilaterals	Day 3 Quadrilaterals	Day 4 Area	Day 5 Area
Day 6 Area	Day 7 Distributive Property	Day 8 Distributive Property	Day 9 Distributive Property	Day 10 Review
Day 11 Perimeter	Day 12 Perimeter	Day 13 Rectilinear Shapes	Day 14 Rectilinear Shapes	Day 15 Rectilinear Shapes
Day 16 Word Problems	Day 17 Word Problems	Day 18 Word Problems	Day 19 PBL	Day 20 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.G.1, 3.MD.5, 3.MD.6, 3.MD.7, 3.MD.8, 3.OA.B.5

Notes:

UNIT 7: FRACTIONS at a glance

Day 1 Preassessment & Unit Fractions	Day 2 Unit Fractions	Day 3 Unit Fractions	Day 4 Fractions on Number Lines	Day 5 Fractions on Number Lines
Day 6 Fractions on Number Lines	Day 7 Fractions Equal to One Whole	Day 8 Fractions Equal to One Whole	Day 9 Fractions Greater than One	Day 10 Fractions Greater than One
Day 11 Fractions Greater than One on a Number Line	Day 12 Fractions Greater than One on a Number Line	Day 13 Whole Number Fractions	Day 14 Whole Number Fractions	Day 15 Whole Number Fractions on a Number Line
Day 16 Review	Day 17 Equivalent Fractions	Day 18 Equivalent Fractions	Day 19 Equivalent Fractions on a Number Line	Day 20 Equivalent Fractions on a Number Line
Day 21 Equivalent Fractions on a Number Line	Day 22 Comparing by Same Denominator	Day 23 Comparing by Same Denominator	Day 24 Comparing by Same Numerator	Day 25 Comparing by Same Numerator
Day 26 Comparing by Same Numerator	Day 27 Word Problems	Day 28 Word Problems	Day 29 PBL	Day 30 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.NF.1, 3.NF.2a, 3.NF.2b, 3.NF.3a, 3.NF.3b, 3.NF.3c, and 3.NF.3d

Notes:

UNIT 8: MEASUREMENT *at a glance*

Day 1 Pre-assessment and Telling Time to the Half Hour	Day 2 Telling Time to the Quarter Hour	Day 3 Telling Time to the Quarter Hour	Day 4 Telling Time to the Five Minutes	Day 5 Telling Time to the Five Minutes
Day 6 Telling Time to the Minute	Day 7 Telling Time to the Minute	Day 8 Elapsed Time	Day 9 Elapsed Time	Day 10 Elapsed Time
Day 11 Telling Time Word Problems	Day 12 Telling Time Word Problems	Day 13 Telling Time Word Problems	Day 14 Review Day	Day 15 Measuring Mass with Kilograms and Grams
Day 16 Measuring Mass with Kilograms and Grams	Day 17 Measuring Volume with Liters and Milliliters	Day 18 Measuring Volume with Liters and Milliliters	Day 19 Mass and Volume Word Problems	Day 20 Mass and Volume Word Problems
Day 21 Measurement to the Nearest Inch	Day 22 Measurement to the Nearest Half Inch	Day 23 Measurement to the Nearest Quarter Inch	Day 24 Review Day	Day 25 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.MD.A.1, 3.MD.A.2, and 3.MD.B.4

Notes:

UNIT 9: DATA *at a glance*

Day 1 Pre-Assessment and Picture Graphs	Day 2 Picture Graphs	Day 3 Bar Graphs	Day 4 Bar Graphs	Day 5 Line Plots
Day 6 Line Plots	Day 7 Line Plots	Day 8 Review Day	Day 9 PBL Activity	Day 10 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.MD.B.3 and 3.MD.B.4

Notes:

UNIT 10: REVIEW *at a glance*

Day 1 Rounding	Day 2 Addition	Day 3 Subtraction	Day 4 Multiplication	Day 5 Division
Day 6 Division	Day 7 Distributive Property	Day 8 Multiplication Properties	Day 9 Area and Perimeter	Day 10 Area and Perimeter
Day 11 Two Step Word Problems	Day 12 Fractions	Day 13 Fractions	Day 14 Measurement	Day 15 Escape Room Review

Notes: