

BRIDGETON PUBLIC SCHOOLS
MATHEMATICS GRADE 3
PACING CHART/CURRICULUM MAP

Course: Everyday Mathematics

Unit 7: Multiplication and Division

Essential Question: How do students multiply and divide?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	4.1.3.B.2-3 4.3.3.A.1 4.3.3.D.1 4.5.3.C.1 4.5.3.E.1,3	Lesson 7.1 Patterns in Products Obj: SWBAT <ul style="list-style-type: none"> review square number facts, multiplication and division patterns. 	<ul style="list-style-type: none"> Teacher's Manual pp. 576-581 (Mental Math and Reflexes, Math Message, Parts 1 & 2, Part 3 – optional) Math Journal pp. 157-158 SRB pp. 52, 299-300 Math Masters p. 208 EDM deck, slates 	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Classroom Checklist (Assessment Handbook p. 254) Home Link 7.1 Math Journal p. 157
1 Day	4.1.3.A.3 4.1.3.B.2,3 4.3.3.D.1 4.5.3.D.1,2,6	Lesson 7.2 Multiplication Facts Survey Obj: SWBAT <ul style="list-style-type: none"> determine which multiplication facts they still need to learn, with guidance. 	<ul style="list-style-type: none"> Teacher's Manual pp. 582-587 (Mental Math and Reflexes, Math Message, Parts 1 & 2, Part 3 – optional) Math Journal pp. 159-160, Activity Sheets 3-4 Math Masters p. 209 half-sheets of paper, crayon, scissors, envelope Place Value Book 	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Classroom Checklist (Assessment Handbook p. 254) Home Link 7.2 Math Message