

## Grade 3 Mathematics Scope and Sequence 2014 –15

**Module 1: Properties of Multiplication and Division and Solving Problems with Units 2-5 and 10 (25 days)**

Description: This unit builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10. The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity and time in the second module.

Standards	Engage NY Lessons	Investigations / SMC / Etc.
3.OA.1 Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .	1-3, 7-10	Things that come in groups: Inv. 1 Sessions 1-4 Inv. 2 Sessions 1-6 Inv. 4 Sessions 1-4 Landmarks in the Hundreds: Inv. 1 Session 1 SMC: Digging into Operations Lesson 4
3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .	4-6, 11-13,	Things that come in groups: Inv. 4 Sessions 1-2 SMC: Digging into Operations Lesson 9
3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	18-21,	Things that come in groups: Inv. 3 Sessions 1-5 Inv. 4 Sessions 1-2 Inv. 4 Sessions 3-4 Landmarks in the Hundreds: Inv. 1 Session 1 SMC: Digging into Operations Lesson 5-6, 8-10
3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times 7 = 48$ , $5 = \_ \div 3$ , $6 \times 6 = ?$	11-13	SMC: Digging into Operations Lesson 11
3.OA.5 Apply properties of operations as strategies to multiply and divide 2. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.)	7-10, 18-21	Inv. CC Supp. Unit 5 session 3.5a Unit 5 session 3.5b Unit 5 session 3.7a  SMC: Digging into Operations

# Grade Paper Mathematics Scope 2014

**Laura E. Levine, Joyce Munsch**



## **Grade Paper Mathematics Scope 2014:**

**Expectations and Aspirations** Safaa El Tayeb El-Kogali, Caroline Krafft, 2019-01-30 Education which has been at the heart of the Middle East and North Africa MENA region's history and civilizations for centuries has a large untapped potential to contribute to human capital well being and wealth The region has invested heavily in education for decades but it has not been able to reap the benefits of its investments Despite a series of reforms MENA has remained stuck in a low learning low skills level Expectations and Aspirations A New Framework for Education in the Middle East and North Africa identifies four key sets of tensions that are holding back education in the region credentials and skills discipline and inquiry control and autonomy and tradition and modernity These tensions are shaped by society and are reflected in classrooms If they are not addressed MENA will continue to operate at a level below its potential This report outlines a new framework with a three pronged approach that can help address these tensions and unleash the potential of education in MENA A concerted push for learning that starts early for all children regardless of background with qualified and motivated educators and that leverages technology uses modern approaches and monitors learning outcomes A stronger pull for skills by all stakeholders in the labor market and society that involves coordinated multisystem reforms within and beyond the education system A new pact for education at the national level with a unified vision shared responsibilities and accountabilities Education is not just the responsibility of the education system it is everyone's business The push pull and pact framework offers an opportunity for MENA to move forward to reclaim its heritage of a learned region and to meet the expectations and aspirations of its people The current situation in MENA requires a renewed focus on education not just as a national priority for economic growth and social development but as a national emergency for stability peace and prosperity

**The Importance of Being Little** Erika Christakis, 2016-02-09 Christakis expertly weaves academic research personal experience and anecdotal evidence into her book a bracing and convincing case that early education has reached a point of crisis her book is a rare thing a serious work of research that also happens to be well written and personal engaging and important Washington Post What kids need from grown ups but aren't getting an impassioned plea for educators and parents to put down the worksheets and flash cards ditch the tired craft projects yes you Thanksgiving Handprint Turkey and exotic vocabulary lessons and double down on one simple word play NPR The New York Times bestseller that provides a bold challenge to the conventional wisdom about early childhood with a pragmatic program to encourage parents and teachers to rethink how and where young children learn best by taking the child's eye view of the learning environment To a four year old watching bulldozers at a construction site or chasing butterflies in flight the world is awash with promise Little children come into the world hardwired to learn in virtually any setting and about any matter Yet in today's preschool and kindergarten classrooms learning has been reduced to scripted lessons and suspect metrics that too often undervalue a child's intelligence while overtaxing the child's growing brain These mismatched expectations wreak havoc on the family parents

fear that if they choose the wrong program their child won't get into the right college. But Yale early childhood expert Erika Christakis says our fears are wildly misplaced. Our anxiety about preparing and safeguarding our children's future seems to have reached a fever pitch at a time when ironically science gives us more certainty than ever before that young children are exceptionally strong thinkers. In her pathbreaking book, Christakis explains what it's like to be a young child in America today in a world designed by and for adults where we have confused schooling with learning. She offers real-life solutions to real-life issues with nuance and direction that takes us far beyond the usual prescriptions for fewer tests, more play. She looks at children's use of language, their artistic expressions, the way their imaginations grow, and how they build deep emotional bonds to stretch the boundaries of their small worlds. Rather than clutter their worlds with more and more stuff, sometimes the wisest course for us is to learn how to get out of their way. Christakis's message is energizing and reassuring: young children are inherently powerful, and they and their parents will flourish when we learn new ways of restoring the vital early learning environment to one that is best suited to the littlest learners. This bold and pragmatic challenge to the conventional wisdom peels back the mystery of childhood, revealing a place that's rich with possibility.

**First Things First!** Ruby Takanishi, 2016. Challenging policymakers, educators, reformers, and citizens to replace piecemeal reforms with fundamental redesign. *First Things First* calls for a different way of organizing the American primary school. Ruby Takanishi outlines a new framework for integrating early education with primary education, pre-K-5, including both short and long-term strategies that starts with 3- and 4-year-olds. Featuring portraits of primary schools that have successfully integrated pre-K, the book includes resources on dual language learners, dual generation, family engagement, effective philanthropy, rethinking advocacy, and more. The book centers on four basic questions: Why should the United States design a new primary school as children's first widely shared educational experience? How can the educators of the new primary school use new knowledge about how children learn to improve their practice? What will it take to create a new primary school that educates all children well? How can the design of the new primary school reflect demographic, social, linguistic, and cultural changes and adapt to the requirements of a global economy? *First Things First* reframes the basic structure of traditional primary education, challenging us to get the early years of a 21st-century public education system off to a new and stronger start. The vision of a new primary school model in this book should be studied by all workers in the fields of education, human development, and social policy. The scholarship in this book is impeccable, and the arguments advanced by this leading scholar are most convincing. Further, the book is beautifully written.

Edward Zigler, Sterling Professor of Psychology Emeritus, Yale University. Takanishi makes a compelling case that enabling all American children to achieve their potential requires both expansion of high-quality preschool and fundamental changes in how our public elementary schools serve young students. Sara Mead, Bellwether Education Partners. Dr. Takanishi has laid out a vision and approach to schooling that is comprehensive, forward-looking, and versed in strong evidence. This is must-reading for educators, leaders, policymakers, and researchers. Arthur

Reynolds University of Minnesota *Assessing Computational Thinking* David Weintrop, Daisy W. Rutstein, Marie Bienkowski, Steven McGee, 2023-09-12 This book presents different approaches for answering the question How do we assess computational thinking The result is a snapshot of the current state of the field for assessing computational thinking The last decade has seen rapid growth in the presence of computational thinking CT in educational contexts Those working to advance CT argue that the concepts and skills associated with CT are essential to succeed in an increasingly computational world As a result of these efforts there has been tremendous growth in curricula learning environments and innovations around CT education in K 12 classrooms and beyond As CT grows in prominence so too does the need to be able to effectively and equitably assess learners CT abilities This volume is a collection of chapters pursuing different approaches for answering the question How do we assess computational thinking The answers provided span age ranges formal and informal contexts conceptual aspects of CT and varying methodological and evaluative strategies Collectively the volume captures the current state of the field for assessing computational thinking and lays the groundwork for future CT assessment innovation

*Assessing Computational Thinking* will be a key resource for academics researchers and advanced students of Education Educational Assessment Educational Research Psychology and Research Methods The chapters included in this book were originally published as a special issue of *Computer Science Education* *Child Development From Infancy to Adolescence* Laura E. Levine, Joyce Munsch, 2023-05-12 Chronologically organized *Child Development from Infancy to Adolescence* Third Edition introduces topics within the field of child development through unique and engaging Active Learning opportunities

*Drawing for Science Education* Phyllis Katz, 2017-03-23 This book argues for the essential use of drawing as a tool for science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of

identity development in science teaching and learning      **Reinventing STEM in Early Childhood Education** Eugene Geist, 2025-05-09 Teaching STEM to young children is about more than helping them learn their numbers and facts It is an important and complex process that to be effective should honor the way children s brains are developing This book outlines how early childhood educators can best support young children s STEM journeys as children naturally take in information about their environment synthesize it and grow in the process This comprehensive text details different theories of learning research on how young brains develop practical information on preparing your environment and yourself for teaching STEM to children guidance for supporting diverse populations of students and developmental guidelines sample standards resources and lesson plans Organized chronologically the book connects relevant STEM topics with each developmental age range and outlines common school standards for each grade Reinventing STEM in Early Childhood Education is meant to be a core text for preservice teachers in math and science methods courses and is also important reading for teacher educators and professional development programs      **Paperbound Books in Print** ,1992      Journal of Disability Policy Studies ,2008      Machinery Lester Gray French,1924      Journal of Developmental Education ,2017      **Popular Science** ,1958      **Index to Media and Materials for the Mentally Retarded, Specific Learning Disabled, Emotionally Disturbed** National Information Center for Special Education Materials,1978      **Longman Bibliography of Composition and Rhetoric, 1984-1985** Erika Lindemann,1987      Chemistry and Industry Review ,1949      **The Rural Educator** ,2013      New Jersey Register ,2014      **Index de Recherche Du Canada, Microlog** ,1979 An index and document delivery service for Canadian report literature      Children's Books in Print R R Bowker Publishing,Bowker,1999-12      *El-Hi Textbooks and Serials in Print, 1996* R R Bowker Publishing,Bowker,1996-02

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