

Content Area:	Mathematics	Grade Level:	3
Domain:	Operations & Algebraic Thinking		
Cluster:	Represent and solve problems involving multiplication and division.		
Common Core State Standards in Mathematics (CCSSM)			
<p>3.OA.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p>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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p> <p>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.¹</p> <p>3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</i></p>			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> the total number of objects, when grouped, can be found most efficiently by multiplication. there are two different interpretations to a division problem. when two out of three numbers are known in an equation, there is exactly one number, represented by the unknown, which will make the statement true. 		<ul style="list-style-type: none"> How are multiplication and division related? 	
Knowledge: Students will know . . .		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> the product of $a \times b$ is “a” groups of “b” things. the quotient of $c \div d$ can be interpreted as the number of objects when “c” things are partitioned equally into “d” shares or it can be interpreted as the number of groups when “c” things are partitioned into equal shares of “d” things. 		<ul style="list-style-type: none"> interpret products of whole numbers. interpret whole-number quotients of whole numbers. by using multiplication and division in drawings and equations, solve word problems within 100. The word problems will involve equal groups, arrays, and measurement quantities. determine the unknown whole number in a multiplication or division equation relating three whole numbers. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 4-8 Supplemental Lessons 			

Content Area:	Mathematics	Grade Level:	3
Domain:	Operations & Algebraic Thinking		
Cluster:	Understand properties of multiplication and the relationship between multiplication and division.		
Common Core State Standards in Mathematics (CCSSM)			
<p>3.OA.5. Apply properties of operations as strategies to multiply and divide.² <i>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.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p> <p>3.OA.6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p>			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> • multiplication and division are inverse operations. • using properties can make problems easier. 		<ul style="list-style-type: none"> • How can one use properties as strategies to solve problems? • How can one use multiplication to help solve division problems? 	
Knowledge: Students will know . . .		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> • $a \times b = b \times a$ • $(a \times b) \times c = a \times (b \times c)$ • $a \times (b + c) = (a \times b) + (a \times c)$ • how to solve unknown-factor problems. 		<ul style="list-style-type: none"> • apply properties (commutative, associative, and distributive) of operations as strategies to multiply and divide. • find the answer to a division problem by solving the related unknown-factor problem. 	
RESOURCES			
<ul style="list-style-type: none"> • enVision Math Topics 4, 6-8 • Supplemental Lessons 			

Content Area:	Mathematics	Grade Level:	3
Domain:	Operations & Algebraic Thinking		
Cluster:	Multiply and divide within 100.		
Common Core State Standards in Mathematics (CCSSM)			
<p>3.OA.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>By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>² Students need not use formal terms for these properties.</p>			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> there is an inverse relationship between multiplication and division. 		<ul style="list-style-type: none"> How can one use the relationship between multiplication and division to find products and quotients? 	
Knowledge: Students will know ...		Skills: Students will be able to ...	
<ul style="list-style-type: none"> strategies to multiply and divide. 		<ul style="list-style-type: none"> fluently multiply within 100, using properties of operations or the relationship between multiplication and division. fluently divide within 100, using properties of operations or the relationship between multiplication and division. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 5, 8 Supplemental Lessons 			

Content Area:	Mathematics	Grade Level:	3
Domain:	Operations & Algebraic Thinking		
Cluster:	Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
Common Core State Standards in Mathematics (CCSSM)			
<p>3.OA.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.³</p> <p>3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p>³ This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.</p>			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> there are strategies to find patterns in a sequence of numbers. equations can model real-world problems. 		<ul style="list-style-type: none"> How can patterns be used to solve problems? 	
Knowledge: Students will know ...		Skills: Students will be able to ...	
<ul style="list-style-type: none"> how to round a number. how to estimate. properties of operations. 		<ul style="list-style-type: none"> represent word problems using equations with a letter standing for the unknown quantity. solve two-step word problems using the four operations. assess the reasonableness of answers using mental computation and estimation strategies including rounding. identify arithmetic patterns (including patterns in the addition or multiplication tables), and explain them using properties of operations. <i>For example, observe that four times a number is always even and explain why four times a number can be decomposed into two equal addends.</i> 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 2-8 Supplemental Lessons 			

Content Area:	Mathematics	Grade Level:	3
Domain:	Numbers and Operations in Base Ten		
Cluster:	Use place value understanding and properties of operations to perform multi-digit arithmetic.¹		
Common Core State Standards in Mathematics (CCSSM)			
<p>3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <p>¹ A range of algorithms may be used.</p>			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> the place that a digit is located assigns a value to that digit. products that involve multiples of 10 can be found by multiplying the non-zero digits of the two numbers and then multiplying by 10. 		<ul style="list-style-type: none"> Why is place value important? 	
Knowledge: Students will know . . .		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> the procedure needed to round a whole number. properties of operations. strategies involving place-value, properties of operations, and inverse operations. multiples of 10 in the range 10 – 90. 		<ul style="list-style-type: none"> use place-value understanding to round whole numbers to the nearest ten or hundred. fluently add and subtract within 1000, using strategies and algorithms based on place-value, properties of operations, and/or the relationship between addition and subtraction. multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using strategies based on place-value and properties of operations. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 1-3, 5 Supplemental Lessons 			

Content Area:	Mathematics	Grade Level:	3
Domain:	Numbers and Operations - Fractions		
Cluster:	To develop understanding of fractions as numbers.		
Common Core State Standards in Mathematics (CCSSM)			

3.NF.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*
- d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

¹ Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

Understandings: Students will understand...	Essential Questions
<ul style="list-style-type: none"> • other numbers exist in addition to whole numbers. • the number one can be broken down into fractional parts that are also numbers. 	<ul style="list-style-type: none"> • Why do we need fractions?
Knowledge: Students will know . . .	Skills: Students will be able to . . .
<ul style="list-style-type: none"> • a fraction $1/b$ is the quantity formed by 1 part when a whole is partitioned into b equal parts; when b gets larger, more parts are formed and each part gets smaller. • a fraction a/b is the quantity formed by a parts of size $1/b$. • a fraction is a number on the number line. • two fractions are equivalent (equal) if they represent the same amount of the whole. • two fractions are equivalent (equal) if they represent the same point on the number line. • comparing fractions is valid only when the two fractions refer to the same whole. 	<ul style="list-style-type: none"> • represent fractions on a number line diagram. • represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. • represent a fraction a/b on a number line diagram by defining the interval from 0 to 1 as the whole, partition it into b equal parts and mark off a, lengths $1/b$, from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. • explain equivalence of fractions in special cases. • compare fractions by reasoning about their size. • recognize simple equivalent fractions. • generate simple equivalent fractions. • explain why fractions are equivalent, e.g., using a visual fraction model. • express whole numbers as fractions.

- recognize fractions that are equivalent to whole numbers.
- compare two fractions with the same numerator or the same denominator by reasoning about their size.
- compare fractions using $<$, $=$, or $>$.
- justify fraction comparisons, e.g., using a visual fraction model.

RESOURCES

- enVision Math Topics 9, 10
- Supplemental Lessons

Content Area:	Mathematics	Grade Level:	3
Domain:	Measurement and Data		
Cluster:	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
Common Core State Standards in Mathematics (CCSSM)			
<p>3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.²</p> <p>¹ Excludes compound units such as cm³ and finding the geometric volume of a container. ² Excludes multiplicative comparison problems (problems involving notions of “times as much”).</p>			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> measurement involves units that must match in order to add or subtract them. 		<ul style="list-style-type: none"> Why does one need to measure? How does one measure liquids? How does one measure mass? 	
Knowledge: Students will know . . .		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> time intervals involve a start time and an end time. how to add or subtract on a number line. 		<ul style="list-style-type: none"> tell and write time to the nearest minute. measure time intervals in minutes. solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. measure liquid volumes . estimate liquid volumes. measure masses of objects using standard units of grams (g), kilograms (kg), and liters (l). estimate masses of objects using standard units of grams (g), kilograms (kg), and liters (l). add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 12, 15 Supplemental Lessons 			

Content Area:	Mathematics	Grade Level:	3
Domain:	Measurement and Data		
Cluster:	Represent and interpret data.		
Common Core State Standards in Mathematics (CCSSM)			
<p>3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p>3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> different scales are needed to represent various data. 		<ul style="list-style-type: none"> How can representing data help us to interpret it and draw conclusions? How can one determine the best representation to display data? 	
Knowledge: Students will know ...		Skills: Students will be able to ...	
<ul style="list-style-type: none"> the characteristics of picture graphs. the characteristics of bar graphs. the characteristics of a line plot. 		<ul style="list-style-type: none"> draw a scaled picture graph to represent a data set with several categories. draw a scaled bar graph to represent a data set with several categories. solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs (<i>e.g., one square = 5 pets</i>). generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. use a line plot to show measurement data found with a ruler, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topic 16 Supplemental Lessons 			

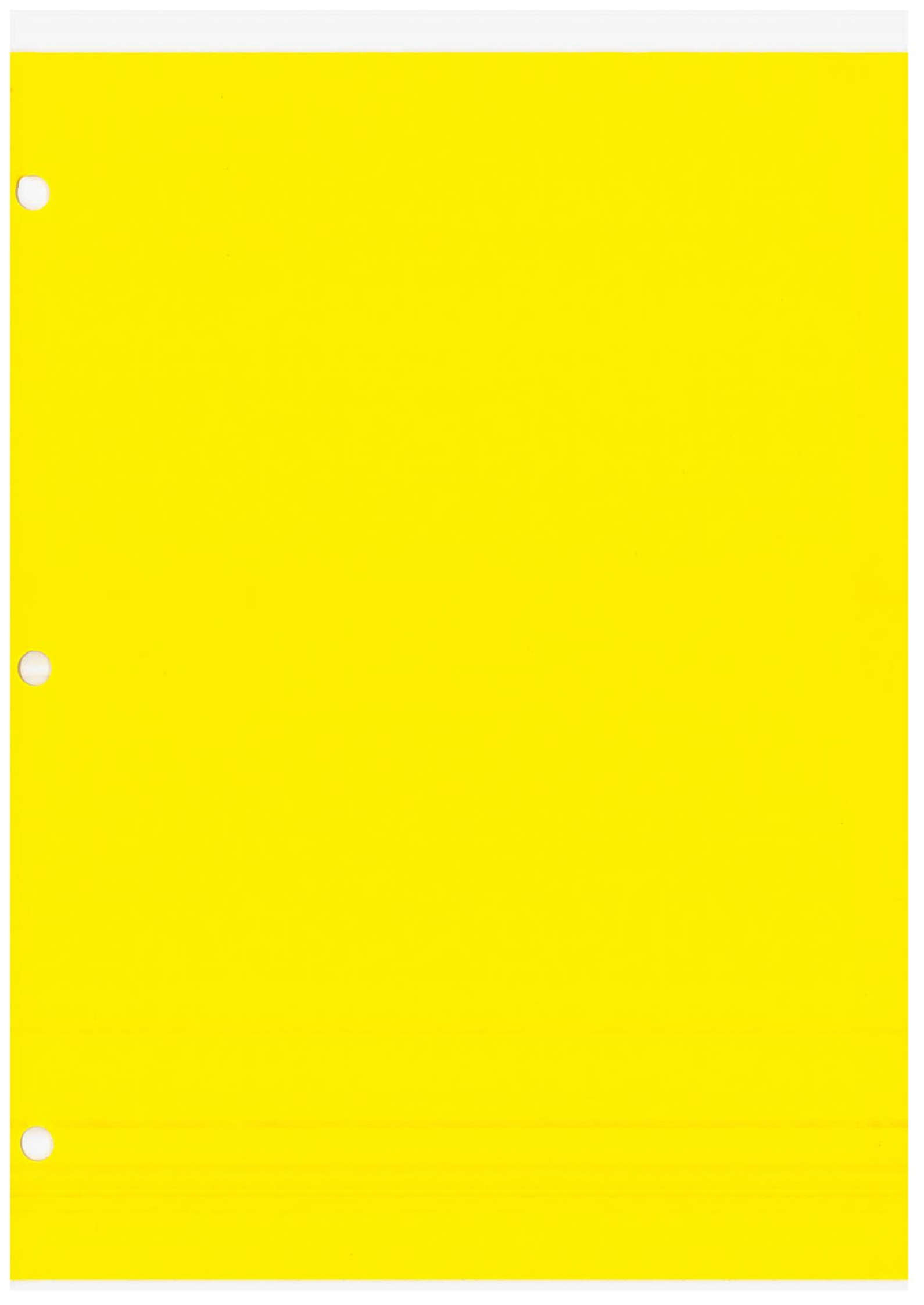
Content Area:	Mathematics	Grade Level:	3
Domain:	Measurement and Data		
Cluster:	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
DESIRED RESULTS (STAGE ONE)			
Common Core State Standards in Mathematics (CCSSM)			
<p>3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. <p>3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>3.MD.7. Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. 			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> area measurement involves covering a surface. area is measured in square units. that area is related to the operations of multiplication and division. 		<ul style="list-style-type: none"> Why do we need to measure the area of a surface? How do we find areas of irregular shapes? 	
Knowledge: Students will know . . .		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> area is an attribute of plane figures. a square with side length 1 unit, called “a unit square” is said to have “one square unit” of area. a unit square can be used to measure area. a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. area is additive. 		<ul style="list-style-type: none"> measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units). find the area of a rectangle with whole-number side lengths by tiling it show that the area of a rectangle found by tiling is the same as would be found by multiplying the side lengths. multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems. represent whole-number products as rectangular areas in mathematical reasoning. use tiling in a concrete case that the area of a rectangle with whole-number side lengths a and $b+c$ is the sum of $a \times b$ and $a \times c$. use area models to represent the distributive property in mathematical reasoning. find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts. apply this technique to solve real-world problems. 	

RESOURCES

- enVision Math Topics 6, 14
- Supplemental Lessons

Content Area:	Mathematics	Grade Level:	3
Domain:	Measurement and Data		
Cluster:	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
Common Core State Standards in Mathematics (CCSSM)			
3.MD.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 different areas or with the same area and different perimeters.			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> perimeter is a linear measure and area is a square measure. 		<ul style="list-style-type: none"> What types of problems involve perimeter? What types of problems involve area? 	
Knowledge: Students will know ...		Skills: Students will be able to ...	
<ul style="list-style-type: none"> the difference between area and perimeter. rectangles with the same area do not necessarily have the same perimeter and vice versa. 		<ul style="list-style-type: none"> find the perimeter of a polygon given the side lengths. find an unknown side length of a polygon. exhibit rectangles with the same perimeter but different areas. exhibit rectangles with the same area but different perimeters. solve real-world and mathematical problems involving perimeters of polygons. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 6, 13, 14 Supplemental Lessons 			

Content Area:	Mathematics	Grade Level:	3
Domain:	Geometry		
Cluster:	Reason with shapes and their attributes.		
Common Core State Standards in Mathematics (CCSSM)			
<p>3.G.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.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>			
Understandings: Students will understand...		Essential Questions	
<ul style="list-style-type: none"> 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). 		<ul style="list-style-type: none"> What characteristics define a polygon? 	
Knowledge: Students will know . . .		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> shapes in different categories may share attributes (e.g., rhombuses and rectangles both have four sides). shared attributes can define a larger category (e.g., rhombuses and rectangles are part of the category called quadrilaterals). 		<ul style="list-style-type: none"> recognize that rhombuses, rectangles, and squares are examples of quadrilaterals. draw examples of quadrilaterals that do not belong to any of these subcategories. partition shapes into parts with equal areas. express area of a part of a shape 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 whole shape.</i>) 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 11, 14 Supplemental Lessons 			



September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
	Labor Day	Beginning of Year Activities First Day of School Early Dismissal	Beginning of Year Activities Early Dismissal	Beginning of Year Activities	Beginning of Year Activities	
9	10	11	12	13	14	15
	1.1	1.2	1.3	1.4	1.5	
16	17	18	19	20	21	22
	1.6	1.7	1.8	Ms. Schannen's CD - Alg. #'s 1-3, 9 & Number Sense 13, 17-21, 24, 26a-b	Topic Test	
23	24	25	26	27	28	29
	Buffer	Money Lesson - Grade 2 Topics; EDM 1.10/1.11; Math Masters <i>pp. 1-17</i>	Money Lesson - Grade 2 Topics; EDM 1.10/1.11; Math Masters <i>pp. 1-17</i>	Money Lesson - Grade 2 Topics; EDM 1.10/1.11; Math Masters <i>pp. 1-17</i>	2.1	
30						

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 2.2	2 2.3	3 2.4	4 2.5	5 2.6	6
			Early Dismissal			
7	8 School Closed -	9 2.8	10 2.9	11 Buffer	12 Ms. Schannen's CD - Alg. #'s 1-3, 9 & Number Sense 13, 17-21, 24, 26a-b	13
	Columbus Day					
14	15 Topic Test	16 Buffer	17 3.1	18 3.2	19 3.3	20
21	22 3.4	23 3.5	24 3.6	25 3.7	26 3.8	27
28	29 3.9	30 Buffer	31 3.10			

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Ms. Schannen's CD - Alg. #'s 1-3, 9 & Number Sense 13, 17-21, 24, 26a-b	2 Topic Test	3
4	5 11.1	6 11.2	7 11.3	8 11.4	9 11.5	10
			Early Dismissal			
11	12 11.6	13 11.7	14 11.8	15 11.9	16 Topic Test	17
			Early Dismissal			
18	19 Ms. Schannen's CD - Geometry #'s 1, 3, 5-8	20 Buffer	21 School Closed	22 School Closed	23 School Closed	24
				Thanksgiving		
25	26 4.1	27 4.2	28 4.3	29 4.4	30 4.5	

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Ms. Schannen's CD- Multiplication 1-4, 6-7, 11a-g	4 Topic Test	5 5.1	6 5.2	7 5.3	8
9	10 5.4	11 5.5	12 Early Dismissal	13 5.7	14 Ms. Schannen's CD- Multiplication 1-4, 6-7, 11a-g	15
16	17 Ms. Schannen's CD- Multiplication 1-4, 6-7, 11a-g	18 Topic Test	19 Buffer	20 6.1	21 School Closed	22
23	24 School Closed - Winter Recess	25 School Closed - Winter Recess	26 School Closed - Winter Recess	27 School Closed - Winter Recess	28 School Closed - Winter Recess	29
30	31 New Year's Eve	Christmas Day				

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 School Closed - New Year's Day	2 School Closed	3 6.2	4 6.3	5
6	7 6.4	8 6.5	9 6.6	10 6.7	11 6.8	12
13	14 6.9	15 Ms. Schannen's CD- Multiplication 1-4, 6-7, 11a-g	16 Topic Test	17 Buffer	18 13.1	19
20	21 School Closed	22 13.2	23 13.3	24 13.4	25 13.5	26
	MLK Jr. Day					
27	28 Ms. Schannen's CD- Perimeter/Area 1-8, 10, 11	29 Topic Test	30 14.1	31 14.2		
				Early Dismissal		

February 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 14.3	2
3	4 14.4	5 14.5	6 14.6	7 14.7	8 14.8	9
10	11 14.9	12 14.10	13 Buffer	14 Ms. Schannen's CD- Perimeter/Area 1-8, 10, 11	15 School Closed	16
17	18 School Closed - Mid- Winter Recess President's Day	19 Topic Test	20 "Pictographs"; "Bar Graphs"; "Grids" <i>pp. 18-40</i>	21 7.1	22 7.2	23
24	25 7.3	26 7.4	27 7.5	28 7.3		

March 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Ms. Schanne's CD- Perimeter/Area 1-8, 10, 11	2
3	4 Topic Test	5 Buffer	6 "Pictographs"; "Bar Graphs"; "Grids" pp. 18-40	7 8.1	8 8.2	9
10	11 8.3	12 8.4	13 8.5	14 8.6	15 8.7	16
17	18 8.8	19 8.9	20 Ms. Schanne's CD- Meanings of Division #'s 1, 3	21 Topic Test	22 Buffer	23
24	25 9.1	26 9.2	27 9.3	28 9.4	29 School Closed -	30
EASTER	31			Early Dismissal	Good Friday	

April 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 School Closed - Spring Recess	2 School Closed - Spring Recess	3 School Closed - Spring Recess	4 School Closed - Spring Recess	5 School Closed - Spring Recess	6
7	8 9.5	9 9.6	10 9.7	11 9.8	12 Ms. Schanne's CD- Understanding Fractions, Fraction Comparison... #'s1- 12	13
14	15 Topic Test	16 Buffer	17 10.1	18 10.2	19 10.3	20
21	22 10.4	23 Early Dismissal	24 Early Dismissal	25 10.7	26 10.8	27
28	29 10.9	30 Ms. Schanne's CD- Understanding Fractions, Fraction Comparison... #'s1- 12				

May 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Topic Test	2 12.1	3 12.2	4
5	6 12.3	7 12.4	8 12.5	9 Ms. Schanne's CD- Measurement #'s 5-8	10 Topic Test	11
12 Mother's Day	13 NJ ASK	14 NJ ASK	15 NJ ASK	16 NJ ASK	17 Buffer	18
19	20 "I Have, Who Has - Time" (Resource Room)	21 Math & Literature: Time Set books (Resource Room)	22 16.1	23 16.2	24 School Closed	25
26	27 School Closed - Memorial Day	28 16.3	29 16.4	30 16.5	31 16.6	

June 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Topic Test	4 Liquid Larry - Liquid, Volume, & Mass (Resource Room)	5 15.1	6 15.2	7 15.3	8
9 Father's Day	10 15.4	11 15.5	12 Topic Test	13 STEM FAIR	14 STEM FAIR	15
16	17 STEM FAIR	18 STEM FAIR	19 STEM FAIR	20 STEM FAIR	21 STEM FAIR	22
23/30	24 STEM FAIR	25 STEM FAIR	26 STEM FAIR	27	28	29
					Early Dismissal	