## Resource Name: Fishtank Plus Math

| Alignment Grade 3 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Model Unit Name | Model Unit Standards | Resource Unit(s) Number | Resources Lessons | Pacing |
| This is the title of the unit in the model curricula | These are the standards addressed in the unit | This is the unit(s) that aligns with the model unit from the resource | These are the lessons from the identified units that align to the standards within the model unit | This is the expected number of days for instruction |
| Understanding Multiplication and Division | 3.OA.A.1, 3.OA.A.2, 3.MD.B. 3 | Unit 2 | $\begin{aligned} & \text { 3.OA.A.1: } \\ & \text { U2 L1-6, 10-12, } 14 \end{aligned}$ | 12 days + 1-2 flex days + assessment |
|  |  |  |  |  |
|  |  |  | $\begin{aligned} & \text { 3.OA.A.2: } \\ & \text { U2 L3-5, 8-12, } 14 \end{aligned}$ |  |
|  |  |  | $\begin{aligned} & \text { 3.MD.B.3: } \\ & \text { U2 L17-20 } \end{aligned}$ |  |
| Connecting and Using Multiplication and Division | $\begin{aligned} & \text { 3.OA.A.3, 3.OA.A.4, 3.OA.B.5, } \\ & \text { 3.OA.B.6, 3.OA.C. } 7 \end{aligned}$ | Unit 2 <br> Unit 3 | 3.OA.A.3: 4 | 24 days + 2-3 flex days + assessment |
|  |  |  | U2 L3-5, 9, 12, 14 |  |
|  |  |  | U3 L11, 16 |  |
|  |  |  | $\begin{aligned} & \text { 3.OA.A.4: } 3 \\ & \text { U2 L13 } \\ & \text { U3 L2, 6, 7, 12, } 17 \end{aligned}$ |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  | 3.OA.B.5: 8 |  |
|  |  |  | U2 L7, 10, 11 |  |
|  |  |  | U3 L1-5, 8-10, 13-15 |  |
|  |  |  | 3.OA.B.6: 2 |  |
|  |  |  | U2 L5, 8, 10, 11 |  |
|  |  |  | 3.OA.C.7: |  |
|  |  |  | U2 L6, 8, 10, 11, 13 |  |
|  |  |  | U3 L2, 6-10, 12-15 |  |


| Computing with Whole Numbers | $\begin{aligned} & \text { 3.NBT.A.1, 3.NBT.A.2, } \\ & \text { 3.NBT.A.3, 3.OA.C.7, } \\ & \text { 3.OA.D.8, 3.OA.D. } \end{aligned}$ | Unit 1 <br> Unit 2 <br> Unit 3 | 3.NBT.A.1: 7 <br> U1 L4-7, 10, 13, 14 <br> 3.NBT.A.2: 7 <br> U1 L8-14 <br> 3.NBT.A.3: 2 <br> U3 L17, 18, 20 <br> 3.OA.C.7: <br> U2 L6, 8, 10, 11, 13 <br> U3 L2, 6-10, 12-15, 21 <br> 3.OA.D.8: <br> U1 L14 <br> U2 L15, 16 <br> U3 L11, 16, 19, 20 <br> 3.OA.D.9: <br> U3 L21-23 | 34 days + 2-4 flex days + assessment |
| :---: | :---: | :---: | :---: | :---: |
| Exploring Measurement and Data | $\begin{aligned} & \text { 3.MD.A.1, 3.MD.A.2, } \\ & \text { 3.MD.B.3. 3. MD.B. } 4 \end{aligned}$ | Unit 2 <br> Unit 6 <br> Unit 7 | $\begin{aligned} & \text { 3.MD.A.1: } \\ & \text { U7 L1-6 } \\ & \text { 3.MD.A.2: } \\ & \text { U7 L7-12 } \\ & \text { 3.MD.B.3: } \\ & \text { U2 L17-21 } \\ & \text { 3.MD.B.4: } \\ & \text { U6 L21-24 } \end{aligned}$ | 18 days + 1-2 flex days + assessment |
| Understand Area and Perimeter | $\begin{aligned} & \text { 3.MD.C.5, 3.MD.C.6, } \\ & \text { 3.MD.C.7, 3.MD.C.8 } \end{aligned}$ | Unit 4 <br> Unit 5 | 3.MD.C.5: <br> U4 L1-3 <br> 3.MD.C.6: <br> U4 L1-5, 7 <br> 3.MD.C.7: <br> U4 4-6, 8-14 | 19 days + 1-2 flex days + assessment |


|  |  |  | $\begin{aligned} & \text { 3.MD.C.8: } \\ & \text { U5 L5-15 } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: |
| Reasoning About <br> Two-dimensional Shapes | 3.MD.D.8, 3.G.A.1, 3.G.A. 2 | Unit 5 Unit 6 | 3.MD.C.8: <br> U5 L5-16 <br> 3.G.A.1: <br> U5 L1-4 <br> 3.G.A.2: <br> U6 L1, 2 | 11 days $+1-2$ flex days + assessment |
| Understanding Fractions | 3.NF.A.1, 3.NF.A. 2 | Unit 6 | 3.NF.A.1: <br> U6 L1-6 <br> 3.NF.A.2: <br> U6 L7-11 | 11 days + 1-2 flex days + assessment |
| Reasoning about Fraction Comparisons and Equivalence | 3.NF.A.3, 3.G.A. 2 | Unit 6 | 3.NF.A.3: <br> U6 L10-20 <br> 3.G.A.2: <br> U6 L1, 2 | 12 days $+1-2$ flex days + assessment |
| Scope and Sequence |  |  |  |  |

If a district uses this resource to implement the state model curriculum for grade 3, the following scope and sequence should be followed to ensure alignment and attention to the progressions of mathematics.

In addition to the daily lessons contained in the unit outlined below, Fishtank Math also includes daily word problems, which help students strengthen their application skills on a variety of word problem types (including multi-step problems), and daily fluency activities, which engage students in practicing and strengthening their procedural skills and fluency.

| Order | Unit Number/Title and Lessons | Lesson Objectives | \# of days (assume 1 hour of instruction) | Number of weeks |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Unit 1: Rounding, Addition, and Subtraction | Topic A: Foundations of Place Value <br> Topic B: Rounding to the Nearest Ten and Hundred <br> Topic C: Addition and Subtraction Within 1,000 | 14 Lessons + 2 flex days = 16 total days | 3 weeks |


| 2 | Unit 2: Multiplication and Division, Part 1 | Topic A: The Meaning of Multiplication and Division Topic B: Multiplication and Division by 2,5 , and 10 Topic C: Multiplication and Division by 3 and 4 Topic D: More Complex Multiplication and Division Problems <br> Topic E: Scaled Picture and Bar Graphs | 21 Lessons +3 flex days = 24 total days | 5 weeks |
| :---: | :---: | :---: | :---: | :---: |
| 3 | Unit 3: Multiplication and Division, Part 2 | Topic A: Introduction to The Properties of Operations <br> Topic B: Multiplication and Division by 6 and 7 <br> Topic C: Multiplication and Division by 8 and 9 <br> Topic D: Multiplication and Division by Values Greater than 10 <br> Topic E: Two-Step Word Problems and Patterns in Arithmetic | 23 Lessons +3 flex days $=$ 26 total days | 5 weeks |
| 4 | Unit 4: Area | Topic A: Understanding <br> Concepts of Area <br> Topic B: The Distributive <br> Property and Composite Area | 14 Lessons + 3 flex days = 17 total days | 3 weeks |
| 5 | Unit 5: Shapes and Their Perimeter | Topic A: Attributes of Two-Dimensional Shapes <br> Topic B: Understanding <br> Perimeter <br> Topic C: Distinguishing <br> Between Area and Perimeter | 16 Lessons +2 flex days = 18 total days | 4 weeks |
| 6 | Unit 6: Fractions | Topic A: Understanding Unit <br> Fractions and Building <br> Non-Unit Fractions <br> Topic B: Fractions on a <br> Number Line <br> Topic C: Equivalent Fractions | 24 Lessons +3 flex days = 27 total days | 5 weeks |


|  |  | Topic D: Comparing Fractions <br> Topic E: Line Plots |  |  |
| :---: | :---: | :--- | :---: | :---: |
| 7 | Unit 7: Measurement | Topic A: Time Measurement <br> Topic B: Mass and Liquid <br> Volume Measurement | 12 Lessons + 3 flex days $=$ <br> 15 total days | 3 weeks |

## Supports of Diversity, Equity and Inclusion

## Please provide any information relative to supporting culturally responsive instruction, multi-language learners, and students with disabilities

We believe that all students deserve access to high-quality curriculum and that students should not need to prove they can do rigorous, grade-level math in order to gain access to it. We see these beliefs as key components of supporting anti-racist school practice, and we share our curriculum as a trusted resource for educators in this work. As a curriculum team, we are continually listening, learning, and iterating on our curriculum and resources to get this work right. We strive to help all students see themselves as confident and competent mathematicians who are able to apply their math knowledge both in and out of the classroom as global citizens.

Our problems are written to reflect a wide range of identities and real-life contexts. The contexts and quantities used within problems do not suggest certain levels of wealth or access to opportunities. At times, common contexts that are accessible to most, such as school, nature, daily activities, temperature, or sports, are used. Other problems offer opportunities to connect to specific cultures and provide windows and mirrors for students. We aim to use engaging contexts that are interesting to students and connect to the real world. Gender is also balanced to avoid negative stereotypes around gender assignments, such as boys playing sports and girls baking. Situations that imply a binary gender are also avoided, such as a problem asking for a total number of people when given the number of girls and the number of boys. Gender neutral names and pronouns are present in the curriculum as well.

To support teachers in implementing the curriculum, we have many tools available in our Math Teacher Tools section. Here, teachers find in-depth resources available for topics such as Preparing to Teach Fishtank Math, Academic Discourse, Assessments, and Procedural Skill and Fluency. Two specific resources, Supporting English Learners and Special Populations, include protocols and strategies for teachers to use in their classrooms with students who are either learning English or who have a learning disability.

