## Connecticut Mathematics Model Curricula Alignment

## **Resource Name: Fishtank Plus Math**

Alignment Grade 3				
Model Unit Name	Model Unit Standards	Resource Unit(s) Number	Resources Lessons	Pacing
<i>This is the title of the unit in the model curricula</i>	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	3.OA.A.1: U2 L1-6, 10-12, 14 3.OA.A.2: U2 L3-5, 8-12, 14	12 days + 1-2 flex days + assessment
			3.MD.B.3: U2 L17-20	
Connecting and Using Multiplication and Division	3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.B.6, 3.OA.C.7	Unit 2 Unit 3	3.OA.A.3: 4 U2 L3-5, 9, 12, 14 U3 L11, 16 3.OA.A.4: 3 U2 L13 U3 L2, 6, 7, 12, 17 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	24 days + 2-3 flex days + assessment
			3.OA.C.7: U2 L6, 8, 10, 11, 13 U3 L2, 6-10, 12-15	

Computing with Whole	3.NBT.A.1, 3.NBT.A.2,	Unit 1	3.NBT.A.1: 7	34 days + 2-4 flex days +
Numbers	3.NBT.A.3, 3.OA.C.7,	Unit 2	U1 L4-7, 10, 13, 14	assessment
	3.0A.D.8, 3.0A.D.9	Unit 3		
			3.NBT.A.2: 7	
			U1 L8-14	
			3.NBT.A.3: 2	
			U3 L17, 18, 20	
			3.OA.C.7:	
			U2 L6, 8, 10, 11, 13	
			U3 L2, 6-10, 12-15, 21	
			3.OA.D.8:	
			U1 L14	
			U2 L15, 16	
			U3 L11, 16, 19, 20	
			3.OA.D.9:	
			U3 L21-23	
Exploring Measurement and	3.MD.A.1, 3.MD.A.2,	Unit 2	3.MD.A.1:	18 days + 1-2 flex days +
Data	3.MD.B.3. 3. MD.B.4	Unit 6	U7 L1-6	assessment
		Unit 7		
			3.MD.A.2:	
			U7 L7-12	
			3.MD.B.3:	
			U2 L17-21	
			3.MD.B.4:	
			U6 L21-24	
Understand Area and	3.MD.C.5, 3.MD.C.6,	Unit 4	3.MD.C.5:	19 days + 1-2 flex days +
Perimeter	3.MD.C.7, 3.MD.C.8	Unit 5	U4 L1-3	assessment
			3.MD.C.6:	
			U4 L1-5, 7	
			3.MD.C. /:	
			U4 4-6, 8-14	

			3.MD.C.8:	
			U5 L5-15	
Reasoning About	3.MD.D.8, 3.G.A.1, 3.G.A.2	Unit 5	3.MD.C.8:	11 days + 1-2 flex days +
Two-dimensional Shapes		Unit 6	U5 L5-16	assessment
			3.G.A.1:	
			U5 L1-4	
			3.G.A.2:	
			U6 L1, 2	
Understanding Fractions	3.NF.A.1, 3.NF.A.2	Unit 6	3.NF.A.1:	11 days + 1-2 flex days +
			U6 L1-6	assessment
			3.NF.A.2:	
			U6 L7-11	
Reasoning about Fraction	3.NF.A.3, 3.G.A.2	Unit 6	3.NF.A.3:	12 days + 1-2 flex days +
Comparisons and Equivalence			U6 L10-20	assessment
			3.G.A.2:	
			U6 L1, 2	
		Scope and Sequence		
If a district uses this resource to	o implement the state model cur	riculum for grade 3, the following	scope and sequence should be for	ollowed to ensure alignment
and attention to the progressic	ons of mathematics.			
In addition to the daily lessons	contained in the unit outlined be	elow. Fishtank Math also includes	s daily word problems, which held	o students strengthen their
application skills on a variety o	f word problem types (including	multi-step problems), and daily fl	luency activities, which engage st	udents 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,	Topic A: Foundations of Place	14 Lessons + 2 flex days =	3 weeks
	and Subtraction	Value	16 total days	
		Topic B: Rounding to the		
		Nearest Ten and Hundred		
		Topic C: Addition and		
		Subtraction Within 1,000		

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

	1			1	
		Topic D: Comparing Fractions			
		Topic E: Line Plots			
7	Unit 7: Measurement	Topic A: Time Measurement	12 Lessons + 3 flex days =	3 weeks	
		Topic B: Mass and Liquid	15 total days		
		Volume Measurement			
		Volume medsalement			
	Support	ts of Diversity, Equity and I	Inclusion		
Please provide any information	relative to supporting culturally	responsive instruction, multi-lang	guage learners, and students with	h disabilities	
We believe that all students de	serve access to high-quality cur	riculum and that students should r	not need to prove they can do rig	zorous, grade-level math in	
order to gain access to it. We se	ee these beliefs as key compone	ents of supporting anti-racist schoo	ol practice, and we share our curi	riculum as a trusted resource	
for educators in this work. As a	curriculum team. we are contin	ually listening. learning, and iterat	ting on our curriculum and resou	rces to get this work right. We	
strive to help all students see th	nemselves as confident and corr	petent mathematicians who are a	able to apply their math knowled	ge both in and out of the	
classroom as global citizens					
classiouri as giobal citizens.					
Our problems are written to ref	flect a wide range of identities a	nd real-life contexts. The contexts	and quantities used within proh	lems do not suggest certain	
lovels of wealth or access to on	nect a wide range of identities a	contexts that are accessible to me	st such as school pature, daily a	activities tomporature or	
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 problem	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.					