



3rd Grade Math Lesson Plan Template

Day 1



Topic	Title	Number of Minutes	Materials	Example/Description
Math Read Aloud	Math Read Aloud and Related Activity	20	Materials <ul style="list-style-type: none"> <i>Betcha!</i> By Stuart J. Murphy Math vocabulary card for the math word wall 	<ul style="list-style-type: none"> Read the story to the class and be sure to put lots of enthusiasm into your voice! You might want to have the campers sit in a circle on the floor so that it is easier for you to show them the pictures. Math vocabulary word/concept for the story is <i>estimation</i>. The read aloud activity for <i>Betcha!</i> By Stuart J. Murphy is found on page 32 in the book. Review page 32 <u>prior</u> to reading the book to the students and select the activities you would like to do.
Number Worlds Level F	Unit: Addition and Subtraction Week 2 Lesson 1 p. 12A-13	50	Materials <ul style="list-style-type: none"> Teacher Manual pages 12A – 13 (includes math background/ intro.) Campers Workbook pages 12 – 13 Base-Ten Blocks Place Value Mat (page B2 – Blackline Master) Number Construction Mats (page B1 – Blackline Master) 	<ul style="list-style-type: none"> Topic: Sharpening Computation Skills Lesson objective should be stated and posted - Week 2 Lesson 1 Objective: Campers add two and three-digit numbers. Week 2 Lesson 1 math vocabulary: <i>Base-Ten Blocks, regrouping, sum</i> and <i>trade</i>. Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up – Concept Building section on page 12C. Under the Engage heading on page 12C, complete Skill Building section <i>Trading at the Top</i>. Review the <i>Key Idea</i> box with the campers on page 12. Complete problems #1, 5, and 7 with the campers. Have the campers complete problems #2, 3, 4, 6, 8, 9, 10, 11, and 12 independently. Once the problems are completed, review with the campers problems #2, 3, 4, 6, 8, 9, 10, 11, and 12 as a whole group.

			<ul style="list-style-type: none"> Math vocabulary cards for the math word wall Paper Chart paper Pencils Advertisements (Needed for "Day 12" lesson) 	<ul style="list-style-type: none"> If there are not enough Base-Ten Blocks for each camper, you can partner them up. Exit Slip: All campers must complete the <i>Reflect</i> problems at the bottom of page 13. This problem will be used as an exit slip to check the campers understanding of the lesson. Reflect: Complete the Extended Response today. Get advertisements from the newspaper and complete the Real -World Application section tomorrow.
Differentiated Instruction and Independent Problem Solving Task Introduction	Preparing a Birthday Dinner	20	<p>Materials</p> <ul style="list-style-type: none"> Chart paper with an outline of differentiated instruction procedures Copy of Preparing a Birthday Dinner Open Response for each student Tool-kit clocks Pencils Manila folders Teacher pages 63 – 67. Copies of the PPS Intermediate Problem Solving Rubric 	<p><u>Differentiated Instruction Procedures:</u></p> <ul style="list-style-type: none"> Take this opportunity to review with the campers your procedures for a successful differentiated instruction session. Questions to ponder when giving the campers information are as follows: <ol style="list-style-type: none"> How do students know where to go? How do they know what to do? How are the materials managed? How is the students' progress/needs monitored? <p><u>Preparing a Birthday Dinner Task:</u></p> <ul style="list-style-type: none"> Description: Campers use addition and subtraction to solve an elapsed time problem. Focus: <ol style="list-style-type: none"> Use paper-and-pencil algorithms to solve problems involving the addition and subtraction of whole numbers. Tell and show time on an analog clock. Review the rubric on page 64 and the sample of student responses on

				<p>pages 65-67 when having the campers present their papers and for additional information.</p> <ul style="list-style-type: none"> • Review quarter-hours and make a visual representation of $\frac{1}{4}$ hour. • The campers will be using the PPS Intermediate Problem Solving rubric to evaluate their work. <i>Review the rubric with campers before requiring them to apply and use it.</i> • The campers will continue working on this problem during the week as outlined in the lesson plans. Each camper should have a manila folder so they will be able to independently work on the task.
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3rd Grade Math Lesson Plan Template

Day 2



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction and Independent Problem Solving Task	Preparing a Birthday Dinner	20	Materials: <ul style="list-style-type: none"> Preparing a Birthday Dinner Task Tool-kit clocks Intermediate Problem Solving Rubric Pencils Manila folders for campers Beat the Calculator (Addition) directions calculator 	<ul style="list-style-type: none"> Differentiated Instruction Menu: ~Beat the Calculator (Skill: Mental addition skills) “Preparing a Birthday Dinner” – Campers should work independently on the task until it is their turn to be taught <i>Beat the Calculator</i>. Campers should refer to the rubric to help them meet the problem’s expectations. <p><i>A rotation schedule for DI activities would be useful to keep track of campers’ daily activities.</i></p>
Number Worlds Level F	Unit: Addition and Subtraction Week 2 Lesson 2 p. 14A-15	50	Materials: <ul style="list-style-type: none"> Teacher Manual pages 14A - 15 Campers Workbook pages 14 – 15 Base-Ten Blocks Place Value Mat (page B2 – 	<ul style="list-style-type: none"> Topic: Sharpening Computation Skills Lesson objective should be stated and posted - Week 2 Lesson 2 Objective: Campers subtract two- and three- digit numbers. Week 2 Lesson 2 math vocabulary: <i>difference, trade, place value, and Base-Ten Blocks</i>. Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up - Concept Building section on page 14A.

			Blackline Master) <ul style="list-style-type: none"> • Number Construction Mats (page B1 – Blackline Master) • Math vocabulary cards for the math word wall • Paper • Pencils 	<ul style="list-style-type: none"> • Under the Engage heading on page 14A, complete Skill Building section <i>May I Regroup Blocks?</i> • Review the <i>Key Idea</i> box with campers on page 14. • Complete problems #1, 5, and 7 with the campers. Have the campers complete problems #2, 3, 4, 6, 8, 9, 10, 11, and 12 independently. Once the problems are completed, review with the campers problems #2, 3, 4, 6, 8, 9, 10, 11, and 12 as a whole group. • If there are not enough Base-Ten Blocks for each camper, you can partner them up. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 15. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
Problem of the Week (POTW): S.D.A. Cookout	Skill Focus: Estimation	20	Materials <ul style="list-style-type: none"> • POTW copies for the campers • Pencils 	<ul style="list-style-type: none"> • Skill Focus: Estimation • Distribute the problem to the class. • The teacher will introduce the problem to the campers by using the following overarching questions (consider posting the overarching questions as reference for all problem solving): <ul style="list-style-type: none"> ○ What does the problem already tell me? ○ What do I want to find out? ○ What information will help me find the answer? ○ Do I know a way or strategy to get started? (ex. Draw a picture) • Have campers turn to a partner to retell the problem in their own words prior to solving the task.



3rd Grade Math Lesson Plan Template Day 3



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction and Independent Problem Solving Task	Preparing a Birthday Dinner	30	Materials <ul style="list-style-type: none"> • Preparing a Birthday Dinner Task • Tool-kit clocks • PPS Intermediate Problem Solving Rubric • Pencils • Campers' Manila folders • Everyday Math cards • Beat the Calculator (Addition) directions • Calculator • Less Than You! directions • Subtraction Top-It directions 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: <ul style="list-style-type: none"> ~Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) • "Preparing a Birthday Dinner" – Campers should work independently on the task until it is their turn to be taught <i>Less Than You!</i> and <i>Subtraction Top It</i>. The campers should refer to the rubric to help them meet the problem's expectations. <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>

<p>Number Worlds Level F</p>	<p>Unit: Addition and Subtraction Week 2 Lesson 3 p. 16A-17</p>	<p>60</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Teacher Manual pages 16A - 17 • Campers Workbook pages 16 – 17 • Everyday Math cards (0 – 9) • 3-Digit Window (page B4 – Blackline Master) • Math vocabulary cards for the math word wall • Paper • Pencils 	<ul style="list-style-type: none"> • Topic: Sharpening Computation Skills • Lesson objective should be stated and posted - Week 2 Lesson 3 math vocabulary: <i>greatest sum and least sum</i>. • Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. • Complete the Warm Up - Concept Building section on page 16A. • Under the Engage heading on page 16A, complete Skill Building section <i>Window Addition Game</i> and Strategy Building section <i>600 Addition Game</i>. • Review the <i>Key Idea</i> box with campers on page 16. • Complete problems #1, 4, and 8 with the campers. Have the campers complete problems #2, 3, 5, 6, 7, 9, 10, 11, 12, 13, and 14 independently. Once the problems are completed, review with the campers problems #2, 3, 5, 6, 7, 9, 10, 11, 12, 13, and 14 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 17. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
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3rd Grade Math Lesson Plan Template

Day 4



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction and Independent Problem Solving Task	Preparing a Birthday Dinner	20	Materials <ul style="list-style-type: none"> Preparing a Birthday Dinner Task Tool-kit clocks PPS Intermediate Problem Solving Rubric Pencils Campers' Manila folders Everyday Math cards Beat the Calculator (Addition) directions Addition Top-It directions calculator Less Than You! directions Subtraction Top-It directions 	<ul style="list-style-type: none"> Differentiated Instruction Menu: <ul style="list-style-type: none"> ~Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) – You can teach this new differentiated instruction activity to the campers at this time. “Preparing a Birthday Dinner” – The campers will continue to work independently on the task. The campers need to complete the “Preparing a Birthday Dinner” task during this time so that his/her peer will be able to use the rubric to analyze his/ her work during the peer review session that will occur today. The campers should refer to the rubric to help them meet the problem’s expectations. <p><i>A rotation schedule for DI activities would be useful to keep track of campers’ daily activities.</i></p>

<p>Number Worlds Level F</p>	<p>Unit: Addition and Subtraction Week 2, Lesson 4 p.18A -19</p>	<p>50</p>	<p>Materials</p> <ul style="list-style-type: none"> • Teacher Manual pages 18A - 19 • Camper Workbook pages 18 – 19 • Everyday Math cards (0 – 9) • 3-Digit Window (page B4 – Blackline Master) • Math vocabulary cards for the math word wall • Paper • Pencils 	<ul style="list-style-type: none"> • Topic: Sharpening Computation Skills • Lesson objective should be stated and posted - Week 2 Lesson 4 Objective: Campers identify which combination of numbers has a greater difference. • Week 2 Lesson 4 math vocabulary: <i>greatest difference and least difference</i>. • Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. • Complete the Warm Up - Concept Building section on page 18A. • Under the Engage heading on page 18A, complete Skill Building section <i>Window Subtraction Game</i> and Strategy Building section <i>Least Subtraction Game</i>. • Review the <i>Key Idea</i> box with the campers page 18. • Complete problem #1 with the campers. Have the campers complete problems #2 – 12 independently. Once the problems are completed, review with the campers problems #2 - 12 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 19. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day. • (Option: If the campers need additional instruction on the math concept, you may use the information found on Sharpening Computation Skills Week 2, Lesson 5 Review on pages 20A-21 in the teacher’s manual.)
<p>Problem Solving Worktime – Peer Review</p>	<p>Preparing a Birthday Dinner Peer Review</p>	<p>20</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Preparing a Birthday Dinner Task 	<ul style="list-style-type: none"> • Independent Problem Solving Task: “Preparing a Birthday Dinner” • Description: Campers use addition and subtraction to solve an elapsed time problem.

		<ul style="list-style-type: none">• Teacher pages 63 – 67.• Tool-kit clocks• PPS Intermediate Problem Solving Rubric• Highlighters (optional)• Pencils• Campers’ Manila folders	<ul style="list-style-type: none">• Focus:<ul style="list-style-type: none">1. Use paper-and-pencil algorithms to solve problems involving the addition and subtraction of whole numbers.2. Tell and show time on an analog clock.• Review the rubric on page 64 and the sample of student responses on pages 65-67 when having the campers present their papers and for additional information.• The campers will be using the PPS Intermediate Problem Solving rubric to evaluate their work.• Page 64 Rubric and PPS Intermediate Rubric Correlation:<table><tr><th>Page 64 Rubric</th><th>PPS Intermediate Problem Solving Rubric</th></tr><tr><td>Level 4</td><td>4+ and 4</td></tr><tr><td>Level 3</td><td>3</td></tr><tr><td>Level 2</td><td>2</td></tr><tr><td>Level 1</td><td>1</td></tr></table>• You may want to use a problem that you (the teacher) solved or one of the student response samples to model how the campers should use the PPS intermediate Problem Solving Rubric to assess the campers’ work. The campers should be instructed to highlight on the rubric where their peer’s work falls. Divide the campers in partners and have them assess each other’s work using the rubric.• Divide the campers in partner and have them assess each other’s work using the rubric.• After the peer review is completed, give the campers an opportunity to revise their work.	Page 64 Rubric	PPS Intermediate Problem Solving Rubric	Level 4	4+ and 4	Level 3	3	Level 2	2	Level 1	1
Page 64 Rubric	PPS Intermediate Problem Solving Rubric												
Level 4	4+ and 4												
Level 3	3												
Level 2	2												
Level 1	1												



3rd Grade Math Lesson Plan Template

Day 5



Topic	Title	Number of Minutes	Materials	Example/Description
Independent Problem Solving Task	Preparing a Birthday Dinner	20	Materials: <ul style="list-style-type: none"> Preparing a Birthday Dinner Task PPS Intermediate Problem Solving Rubric Pencils Campers' Manila folders 	<ul style="list-style-type: none"> Independent Problem Solving Task: "Preparing a Birthday Dinner" Give the campers the opportunity to revise their task at this time. <p>(If the campers have revised their problems, they may engage in any of the differentiated instruction activities.)</p> <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>
Number Worlds Level F	Unit: Addition and Subtraction Week 3, Lesson 1 p.22A-23	50	Materials <ul style="list-style-type: none"> Teacher Manual pages 22A – 23 (includes math background/ intro.) Camper Workbook pages 22 – 23 Calculators Base-Ten Blocks Math vocabulary 	<ul style="list-style-type: none"> Topic: Computational Estimation Lesson objective should be stated and posted - Week 3 Lesson 1 Objective: Campers recognize that "nice numbers" close to the numbers in a problem can be used to estimate the answer. Week 3 Lesson 1 math vocabulary: <i>overestimate, underestimate, and show your work.</i> Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up - Concept Building section on page 22C. Under the Engage heading on page 22C, complete Skill Building section (including <i>Mistake or Not?</i>) Review the <i>Key Idea</i> box with the campers on page 22. Complete problems #1, 5 and 11 with the campers. Have the campers complete problems #2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19 and 20 independently. Once the problems are

			<div>cards for the math word wall</div> <ul style="list-style-type: none">PaperPencils	<div>completed, review with the campers problems #2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19 and 20 as a whole group.</div> <ul style="list-style-type: none">Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 23. This problem will be used as an exit slip to check the campers understanding of the lesson.Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.										
<div>Problem Solving Closing – Student Presentation</div>	<div>Preparing a Birthday Dinner Task</div>	<div>20</div>	<div>Materials</div> <ul style="list-style-type: none">Preparing a Birthday Dinner Open ResponsePencilsManila foldersTeacher pages 63 – 67.Copies of the PPS Intermediate Problem Solving Rubric	<ul style="list-style-type: none">The campers will present their solutions to Preparing a Birthday Dinner problem. The teacher will select problems that will represent each level from Approaching the Standard - 1 / 2 to Exceeds the Standard – 4+.Page 64 Rubric and PPS Intermediate Rubric Correlation: <table><tr><th>Page 64 Rubric</th><th>PPS Intermediate Problem Solving Rubric Categories</th></tr><tr><td>Level 4</td><td>4+ and 4</td></tr><tr><td>Level 3</td><td>3</td></tr><tr><td>Level 2</td><td>2</td></tr><tr><td>Level 1</td><td>1</td></tr></table> <ul style="list-style-type: none">Make sure that with the teacher’s guidance, campers are able to identify the examples of each of the categories in the rubric. - Approaching the Standard (Levels 1 and 2), Meets the Standard (Levels 3 and 4), and Exceeds the Standard (Level 4+.)The presentation of the campers’ work during the Closing will begin with Approaching the Standard work and end with the Exceeds the Standard work.	Page 64 Rubric	PPS Intermediate Problem Solving Rubric Categories	Level 4	4+ and 4	Level 3	3	Level 2	2	Level 1	1
Page 64 Rubric	PPS Intermediate Problem Solving Rubric Categories													
Level 4	4+ and 4													
Level 3	3													
Level 2	2													
Level 1	1													



3rd Grade Math Lesson Plan Template

Day 6



Topic	Title	Number of Minutes	Materials	Example/Description
Math Read Aloud	Math Read Aloud and Related Activity	20	Materials <ul style="list-style-type: none"> <i>The Best of Times</i> by Greg Tang Math vocabulary card for the math word wall 	<ul style="list-style-type: none"> Read the story to the class and be sure to put lots of enthusiasm into your voice! You might want to have the campers sit in a circle on the floor so that it is easier for you to show them the pictures. Math vocabulary word/concept for the story is multiplication. The read aloud activities that the campers will be completing for The Best of Times by Greg Tang are the challenge problems found on the pages of the book.
Number Worlds Level F	Unit: Addition and Subtraction Week 3, Lesson 2, p. 24A-25	50	Materials <ul style="list-style-type: none"> Teacher Manual pages 24A - 25 Camper Workbook pages 24 – 25 Paddle signs (one Quick Estimate and one Exact Answer (page B10 – Blackline Master) Math vocabulary cards for the math word wall 	<ul style="list-style-type: none"> Topic: Computational Estimation Lesson objective should be stated and posted - Week 3 Lesson 2 Objective: Campers determine when an estimated answer is sufficient. Week 3 Lesson 2 math vocabulary: <i>exact amount and estimated amount</i>. Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up - Concept Building section on page 24A. Under the Engage heading on page 24A, complete Skill Building section (including <i>Estimate or Exact</i>) Review the <i>Key Idea</i> box with the campers on page 24. Complete problems #1 and 5 with the campers. Have the campers complete problems #2, 3, 4, 6, 7, 8, 9, 10, 11, and 12 independently. Once the problems are completed, review with the campers problems

			<ul style="list-style-type: none"> • Paper • Pencils 	<p>#2, 3, 4, 6, 7, 8, 9, 10, 11, and 12 as a whole group.</p> <ul style="list-style-type: none"> • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 25. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
Independent Problem Solving Task	Factor Patterns	20	<p>Materials</p> <ul style="list-style-type: none"> • Factor Patterns Open Response for each camper • Pencils • Manila folders • Teacher pages 121 – 125. • Copies of the PPS Intermediate Problem Solving Rubric 	<ul style="list-style-type: none"> • Independent Problem Solving Task: Factor Patterns • Description: Campers will identify patterns in the relationships between factors and products and use the pattern to solve a problem. • Focus: <ol style="list-style-type: none"> 1. Use mental arithmetic and paper-and-pencil algorithms to solve problems involving the multiplication of 2-digit whole numbers by 1-digit whole numbers; describe the strategies used. 2. Describe numeric patterns; describe rules for patterns and use them to solve problems. • Review the meaning of <i>factor</i> and <i>product</i> with the campers. The campers would be familiar with the terms from the previous school year. • Review the rubric on page 122 and the sample of student responses on pages 123-125 when having the campers present their papers and for additional information. • The campers will be using the PPS Intermediate Problem Solving rubric to evaluate their work. • The campers will work on this problem during the week as outlined in the lesson plans. Problems should be kept in the camper's manila folders so they can work independently.



3rd Grade Math Lesson Plan Template

Day 7



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction and Independent Problem Solving Task	Factor Patterns	20	<p>Materials</p> <ul style="list-style-type: none">• Everyday Math cards• Beat the Calculator (Addition) directions• Addition Top-It directions• Calculators• Less Than You! directions• Subtraction Top-It directions• Factor Patterns task	<ul style="list-style-type: none">• Differentiated Instruction Menu:<ul style="list-style-type: none">~Beat the Calculator (Addition) (Skill: Mental addition skills).~Less Than You! (Skill: Mental addition skills; developing a winning game strategy)~Subtraction Top-It (Skill: Subtraction facts)~Addition Top-It (Skill: Addition facts 0 to 10)• “Factor Patterns” – The campers will continue to work independently on the task. The campers should refer to the rubric to help them meet the problem’s expectations. <p><i>A rotation schedule for DI activities would be useful to keep track of campers’ daily activities.</i></p>
Number Worlds Level F	Unit: Addition and Subtraction Week 3, Lesson 3, p.26A-27	50	<p>Materials</p> <ul style="list-style-type: none">• Teacher Manual pages 26A - 27• Camper Workbook pages 26 – 27• Calculators• Math vocabulary cards for the math word wall• Paper• Pencils	<ul style="list-style-type: none">• Topic: Computational Estimation• Lesson objective should be stated and posted - Week 3 Lesson 3 Objective: Campers use different strategies for estimating.• Week 3 Lesson 3 math vocabulary: <i>Front-End Estimation and Reference-Point Estimation.</i>• Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall.• Complete the Warm Up - Concept Building section on page 26A.• Under the Engage heading on page 26A, complete the Strategy Building section <i>Estimation Strategies.</i>• Review the <i>Key Idea</i> box with the campers on page 26.

				<ul style="list-style-type: none"> Complete problems #1, 5, and 7 with the campers. Have the campers complete problems #2, 3, 4, 6, 8, 9, 10, and 11 independently. Once the problems are completed, review with the campers problems #2, 3, 4, 6, 8, 9, 10, and 11 as a whole group. Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 27. This problem will be used as an exit slip to check the campers understanding of the lesson. Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
Independent Problem Solving Task	Factor Patterns	20	<p>Materials</p> <ul style="list-style-type: none"> Factor Patterns Open Response for each camper Pencils Manila folders Teacher pages 121 – 125. Copies of the PPS Intermediate Problem Solving Rubric 	<ul style="list-style-type: none"> Independent Problem Solving Task: Factor Patterns Description: Campers will identify patterns in the relationships between factors and products and use the pattern to solve a problem. Focus: <ol style="list-style-type: none"> Use mental arithmetic and paper-and-pencil algorithms to solve problems involving the multiplication of 2-digit whole numbers by 1-digit whole numbers; describe the strategies used. Describe numeric patterns; describe rules for patterns and use them to solve problems. Review the rubric on page 122 and the sample of student responses on pages 123-125 when having the campers present their papers and for additional information. The campers will be using the PPS Intermediate Problem Solving rubric to evaluate their work. The campers will work on this problem during the week as outlined in the lesson plans. Problems should be kept in the camper's manila folders so they can work independently.



3rd Grade Math Lesson Plan Template Day 8



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction and Independent Problem Solving Task	Factor Patterns	30	Materials <ul style="list-style-type: none"> Factor Patterns task Pencils Manila folders Teacher pages 121 – 125. Copies of the PPS Intermediate Problem Solving Rubric Everyday Math cards Beat the Calculator (Addition) directions Addition Top-It directions Calculators Less Than You! directions Subtraction Top-It directions 	<ul style="list-style-type: none"> Differentiated Instruction Menu: <ul style="list-style-type: none"> ~Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) “Factor Patterns” – The campers will continue to work independently on the task. The campers should refer to the rubric to help them meet the problem’s expectations. <p><i>A rotation schedule for DI activities would be useful to keep track of campers’ daily activities.</i></p>
	Unit: Addition and	60	Materials	<ul style="list-style-type: none"> Topic: Computational Estimation

<p>Number Worlds Level F</p>	<p>Subtraction Week 3, Lesson 4, p.28A-29</p>		<ul style="list-style-type: none"> • Teacher Manual pages 28A - 29 • Camper Workbook pages 28 – 29 • Calculators • Math vocabulary cards for the math word wall • Paper • Pencils 	<ul style="list-style-type: none"> • Lesson objective should be stated and posted - Week 3 Lesson 4 Objective: Campers use rounding for estimating. • Week 3 Lesson 4 math vocabulary: <i>rounding</i>. • Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. • Complete the Warm Up - Concept Building section on page 28A. • Under the Engage heading on page 28A, complete the Strategy Building section (including Comparing <i>Strategies</i>). • Review the <i>Key Idea</i> box with the campers on page 28. • Complete problem #1 with the campers. Have the campers complete problems #2, 3, 4, and 5 independently. Once the problems are completed, review with the campers problems #2, 3, 4, and 5 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 29. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day. • (Option: If the campers need additional instruction on the math concept, you may use the information found on Computational Estimation Week 3, Lesson 5 Review on pages 30A-31 in the teacher's manual.)
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3rd Grade Math Lesson Plan Template

Day 9



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction	Computational Fluency	20	Materials <ul style="list-style-type: none"> Everyday Math cards Beat the Calculator (Addition) directions Addition Top-It directions Calculators Less Than You! directions Subtraction Top-It directions Beat the Calculator (Multiplication) directions 	<ul style="list-style-type: none"> Differentiated Instruction Menu: <ul style="list-style-type: none"> ~Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) – You can teach this new differentiated instruction activity to campers at this time. <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 1, Lesson 1, p. 2A-3	50	Materials <ul style="list-style-type: none"> Teacher Manual pages 2A- 3 (includes math background/ 	<ul style="list-style-type: none"> Topic: Models for Multiplication Lesson objective should be stated and posted - Week 1 Lesson 1 Objective: Campers use pictures of equal groups to create models for multiplication. Week 1 Lesson 1 math vocabulary: <i>match</i>. Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math

			<p>intro.)</p> <ul style="list-style-type: none"> • Camper Workbook pages 2 – 3 • Math vocabulary cards for the math word wall • Drawing paper • Counters • Paper • Pencils 	<p>vocabulary word wall.</p> <ul style="list-style-type: none"> • Complete the Warm Up - Concept Building section on page 2C. • Under the Engage heading on page 2C, complete Skill Building section (including <i>Circle the Groups</i>). • Review the <i>Key Idea</i> box with the campers on page 2. • Complete problem #1 with the campers. Have the campers complete problems #2 - 7 independently. Once the problems are completed, review with the campers problems #2 - 7 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 3. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day. <p>(**Advanced Preparation: Pictures created in Week 1, Lesson 1 will be used in Week 1, Lesson 3.)</p>
Problem Solving Worktime – Peer Review	Factor Patterns	20	<p>Materials</p> <ul style="list-style-type: none"> • Factor Patterns Open Response for each camper • Pencils • Manila folders • Teacher pages 121 – 125. • Copies of the PPS Intermediate Problem Solving Rubric 	<ul style="list-style-type: none"> • Independent Problem Solving Task: “Factor Patterns” • Description: Campers will identify patterns in the relationships between factors and products and use the pattern to solve a problem. • Focus: <ol style="list-style-type: none"> 1. Use mental arithmetic and paper-and-pencil algorithms to solve problems involving the multiplication of 2-digit whole numbers by 1-digit whole numbers; describe the strategies used. 2. Describe numeric patterns; describe rules for patterns, and use them to solve problems. • Review the rubric on page 122 and the sample of student responses on pages 123-125 when having the campers present their papers and for additional information. • The campers will be using the PPS Intermediate Problem Solving rubric

				<p>to evaluate their work.</p> <ul style="list-style-type: none">Page 122 Rubric and PPS Intermediate Rubric Correlation: <table><tr><th>Page 122 Rubric</th><th>PPS Intermediate Problem Solving Rubric</th></tr><tr><td>Level 4</td><td>4+ and 4</td></tr><tr><td>Level 3</td><td>3</td></tr><tr><td>Level 2</td><td>2</td></tr><tr><td>Level 1</td><td>1</td></tr></table> <ul style="list-style-type: none">You may want to use a problem that you solved or one of the student response samples to model how the campers should use the PPS Intermediate Problem Solving Rubric to assess the campers’ work. The campers should be instructed to highlight on the rubric where their peer’s work falls.Divide the campers in partner and have them assess each other’s work using the rubric.After the peer review is completed, give the campers an opportunity to revise their work.	Page 122 Rubric	PPS Intermediate Problem Solving Rubric	Level 4	4+ and 4	Level 3	3	Level 2	2	Level 1	1
Page 122 Rubric	PPS Intermediate Problem Solving Rubric													
Level 4	4+ and 4													
Level 3	3													
Level 2	2													
Level 1	1													



3rd Grade Math Lesson Plan Template

Day 10



Topic	Title	Number of Minutes	Materials	Example/Description
Independent Problem Solving Task	Factor Patterns	20	Materials: <ul style="list-style-type: none"> Factor Patterns Open Response PPS Intermediate Problem Solving Rubric Pencils Campers' Manila folders 	<ul style="list-style-type: none"> Independent Problem Solving Task: "Factor Patterns" Give the campers the opportunity to revise their Factor Patterns task at this time. <p>(If the campers have revised their problems, they may engage in any of the differentiated instruction activities.)</p> <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 1, Lesson 2, p. 4A-5	50	Materials <ul style="list-style-type: none"> Teacher Manual pages 4A - 5 Camper Workbook pages 4 – 5 Counters Picture cards (pages B11 – B12 – Blackline Masters) Math vocabulary cards for the 	<ul style="list-style-type: none"> Topic: Models for Multiplication Lesson objective should be stated and posted - Week 1 Lesson 2 Objective: Campers use repeated addition to create models for multiplication. Week 1 Lesson 2 math vocabulary: <i>repeated addition</i>. Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up - Concept Building section on page 4A. Under the Engage heading on page 4A, complete Strategy Building section (including <i>Picture Match-Up</i>). Review the <i>Key Idea</i> box with the campers on page 4. Complete problem #1 with the campers. Have the campers complete problems #2 - 6 independently. Once the problems are completed, review with the campers problems #2 - 6 as a whole group. Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 5. This problem will be used as an exit slip to check the

			<div>math word wall</div> <ul style="list-style-type: none">PaperPencils	<div>campers understanding of the lesson.</div> <ul style="list-style-type: none">Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.										
Problem Solving Closing – Student Presentation	Factor Patterns	20	<div>Materials</div> <ul style="list-style-type: none">Factor Patterns Open ResponsePencilsManila foldersTeacher pages 121 – 125.Copies of the PPS Intermediate Problem Solving Rubric	<ul style="list-style-type: none">The campers will present their solutions to the “Factor Patterns” problem. The teacher will select problems that will represent each level from Approaching the Standard - 1 / 2 to Exceeds the Standard – 4+.Page 122 Rubric and PPS Intermediate Rubric Correlation: <table><tr><td>Page 122 Rubric</td><td>PPS Intermediate Problem Solving Rubric Categories</td></tr><tr><td>Level 4</td><td>4+ and 4</td></tr><tr><td>Level 3</td><td>3</td></tr><tr><td>Level 2</td><td>2</td></tr><tr><td>Level 1</td><td>1</td></tr></table>	Page 122 Rubric	PPS Intermediate Problem Solving Rubric Categories	Level 4	4+ and 4	Level 3	3	Level 2	2	Level 1	1
				Page 122 Rubric	PPS Intermediate Problem Solving Rubric Categories									
Level 4	4+ and 4													
Level 3	3													
Level 2	2													
Level 1	1													
				<ul style="list-style-type: none">Make sure that with teacher’s guidance, the campers are able to identify the examples of each of the categories in the rubric. - Approaching the Standard (Levels 1 and 2), Meets the Standard (Levels 3 and 4), and Exceeds the Standard (Level 4+).The presentation of the campers’ work during the Closing will begin with Approaching the Standard work and end with the Exceeds the Standard work.										



3rd Grade Math Lesson Plan Template

Day 11



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction	Computational Fluency	20	Materials <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: <ul style="list-style-type: none"> ~ Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 1, Lesson 3, p. 6A-7	50	Materials <ul style="list-style-type: none"> • Teacher Manual pages 6A - 7 • Camper Workbook pages 6 – 7 	<ul style="list-style-type: none"> • Topic: Models for Multiplication • Lesson objective should be stated and posted - Week 1 Lesson 3 Objective: Campers use the X symbol to write multiplication problems. • Week 1 Lesson 3 math vocabulary: <i>multiplication sentence and product.</i> • Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall.

			<ul style="list-style-type: none"> Recording Chart (Page B13 – Blackline Master) Pictures created in Week 1, Lesson 1 Counters Math vocabulary cards for the math word wall Paper Pencils 	<ul style="list-style-type: none"> Complete the Warm Up - Concept Building section on page 6A. Under the Engage heading on page 6A, complete Skill Building sections (including <i>Draw It, Chart It</i>). Review the <i>Key Idea</i> box with the campers on page 6. Complete problems #1 and 4 with the campers. Have the campers complete problems #2, 3, 5, 6, 7, 8, 9, 10, 11, 12, and 13 independently. Once the problems are completed, review with the campers problems #2, 3, 5, 6, 7, 8, 9, 10, 11, 12, and 13 as a whole group. Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 7. This problem will be used as an exit slip to check the campers understanding of the lesson. Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
Independent Problem Solving Task	Button Dolls	20	<p>Materials</p> <ul style="list-style-type: none"> Button Dolls Open Response for each camper Counters Paper for the dolls (if applicable) Pencils Manila folders Teacher pages 105 –109. Copies of the PPS Intermediate Problem Solving 	<ul style="list-style-type: none"> Independent Problem Solving Task: “Button Dolls” Description: Campers will solve a multi-step problem involving equal groups. Focus: <ol style="list-style-type: none"> Find multiples of 2, 5, and 10. Use repeated addition, arrays, and skip counting to model multiplication; use equal group sharing and equal grouping to model division. Use numeric patterns to solve problems. Review the rubric on page 106 and the sample of student responses on pages 107-109 when having the campers present their papers and for additional information. The campers will be using the PPS Intermediate Problem Solving rubric

			Rubric	<p>to evaluate their work.</p> <ul style="list-style-type: none">• The campers will continue working on this problem during the week as outlined in the lesson plans. Problems should be kept in the camper's manila folders so they can work independently.
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3rd Grade Math Lesson Plan Template

Day 12



Topic	Title	Number of Minutes	Materials	Example/Description
Independent Problem Solving Task	Button Dolls	20	Materials <ul style="list-style-type: none"> • Button Dolls • Open Response for each camper • Counters • Paper for the dolls (if applicable) • Pencils • Manila folders • Teacher pages 105 –109. • Copies of the PPS Intermediate Problem Solving Rubric 	<ul style="list-style-type: none"> • Independent Problem Solving Task: “Button Dolls” • Description: Campers will solve a multi-step problem involving equal groups. • Focus: <ol style="list-style-type: none"> 1. Find multiples of 2, 5, and 10. 2. Use repeated addition, arrays, and skip counting to model multiplication; use equal group sharing and equal grouping to model division. 3. Use numeric patterns to solve problems. • Review the rubric on page 106 and the sample of student responses on pages 107-109 when having the campers present their papers and for additional information. • The campers will be using the PPS Intermediate Problem Solving rubric to evaluate their work. • The campers will continue working on this problem during the week as outlined in the lesson plans. The campers’ problem needs to be kept in a manila folder so that they will be able to independently work on the task.
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 1, Lesson 4, p. 8A-9	50	Materials <ul style="list-style-type: none"> • Teacher Manual pages 8A - 9 • Camper Workbook 	<ul style="list-style-type: none"> • Topic: Models for Multiplication • Lesson objective should be stated and posted - Week 1 Lesson 4 Objective: Campers describe groups that come in sets. • Week 1 Lesson 4 math vocabulary: <i>skip counting, repeated addition, product, and multiplication sentence.</i> • Math vocabulary words, their definition, and a pictorial

			<p>pages 8 – 9</p> <ul style="list-style-type: none"> • Math vocabulary cards for the math word wall • Recording Chart (Page B13 – Blackline Master) • Number 1-6 Cube • Counters • Paper • Pencils 	<p>representation when applicable must be posted in the classroom on the math vocabulary word wall.</p> <ul style="list-style-type: none"> • Complete the Warm Up - Concept Building section on page 8A. • Under the Engage heading on page 8A, complete Skill Building section (including <i>A Group by Another Name</i>). • Review the <i>Key Idea</i> box with the campers on page 8. • Complete problem #1 with the campers. Have the campers complete problems #2, 3, 4, 5, and 6 independently. Once the problems are completed, review with the campers problems #2, 3, 4, 5, and 6 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 9. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day. • (Option: If the campers need additional instruction on the math concept, you may use the information found on Models for Multiplication Week 1, Lesson 5 Review on pages 10A-11 in the teacher's manual.)
Differentiated Instruction	Computational Fluency	20	<p>Materials</p> <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: <ul style="list-style-type: none"> ~ Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) ~Baseball Multiplication (Skill: Multiplication facts 1 to 6) - You can teach this new differentiated instruction activity to the campers at this time.

			<ul style="list-style-type: none"> • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication directions • Math Masters page 443 • Six-sided dice • Counters 	
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3rd Grade Math Lesson Plan Template

Day 13



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction	Computational Fluency	30	Materials <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication directions • Math Masters page 443 • Six-sided dice • Counters 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: <ul style="list-style-type: none"> ~ Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) ~Baseball Multiplication (Skill: Multiplication facts 1 to 6) - You can teach this new differentiated instruction activity to the campers at this time. <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>

<p>Number Worlds Level F</p>	<p>Unit: Multiplication and Beginning Division Week 2, Lesson 1, p. 12A--13</p>	<p>60</p>	<p>Materials</p> <ul style="list-style-type: none"> • Teacher Manual pages 12A – 13 (includes math background/ intro.) • Camper Workbook pages 12– 13 • Number line • Math vocabulary cards for the math word wall • Paper • Pencils • Counters 	<ul style="list-style-type: none"> • Topic: Number Lines and Arrays • Lesson objective should be stated and posted - Week 2 Lesson 1 Objective: Campers skip count and use a number line to create a model for multiplication. • Week 2 Lesson 1 math vocabulary: <i>multiplication sentence, product, number line, and skip counting</i>. • Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. • Complete the Warm Up - Concept Building section on page 12C. • Under the Engage heading on page 12C, complete Skill Building section (including Jump <i>the Line</i>). • Review the <i>Key Idea</i> box with the campers on page 12. • Complete problems #1, 3, and 5 with the campers. Have the campers complete problems #2, 4, 6, 7, 8, and 9 independently. Once the problems are completed, review with the campers problems #2, 4, 6, 7, 8, and 9 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 13. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
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3rd Grade Math Lesson Plan Template

Day 14



Topic	Title	Number of Minutes	Materials	Example/Description
Independent Problem Solving Task	Button Dolls	20	Materials: <ul style="list-style-type: none">• Button Doll Open Response• PPS Intermediate Problem Solving Rubric• Pencils• Campers' Manila folders	<ul style="list-style-type: none">• Independent Problem Solving Task: "Button Dolls"• Give the campers the opportunity to complete their task at this time. <p>(If the campers have revised their problems, they may engage in any of the differentiated instruction activities.)</p> <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 2, Lesson 2, p. 14A--15	50	Materials <ul style="list-style-type: none">• Teacher Manual pages 14A - 15• Camper Workbook pages 14– 15• Number Charts 0-99 (page B14 – Blackline Master)• Multiplication Bingo (pages B15 – B16) – Blackline Masters• Dot Cubes 1-6, 2• Number line• Counters• Math vocabulary	<ul style="list-style-type: none">• Topic: Number Lines and Arrays• Lesson objective should be stated and posted - Week 2 Lesson 2 Objective: Campers visualize multiplication as a dot pattern and write multiplication sentences to describe these patterns.• Week 2 Lesson 2 math vocabulary: <i>number line, dot pattern, product, and multiplication sentence.</i>• Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall.• Complete the Warm Up - Concept Building section on page 14A.• Under the Engage heading on page 14A, complete Skill Building section <i>Multiplication Bingo</i>. Also, complete Strategy Building section <i>Skip to the Answer</i>.• Review the <i>Key Idea</i> box with the campers on page 14.• Complete problems #1 and 3 with the campers. Have the campers complete problems #2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14 independently. Once the problems are completed, review with the

			<div>cards for the math word wall</div> <ul style="list-style-type: none">• Paper• Pencils	<div>campers problems #2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14 as a whole group.</div> <ul style="list-style-type: none">• Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 15. This problem will be used as an exit slip to check the campers understanding of the lesson.• Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.						
Problem Solving Worktime – Peer Review	Button Dolls	20	<div>Materials</div> <ul style="list-style-type: none">• Button Doll Open Response task• Pencils• Highlighters (optional)• Campers’ manila folders• Teacher pages 105 – 109.• Copies of the PPS Intermediate Problem Solving Rubric	<ul style="list-style-type: none">• Independent Problem Solving Task: “Button Dolls”• Description: Campers will solve a multi-step problem involving equal groups.• Focus:<div><div>1 Find multiples of 2, 5, and 10.</div><div>2. Use repeated addition, arrays, and skip counting to model multiplication; use equal group sharing and equal grouping to model division.</div><div>3. Use numeric patterns to solve problems.</div></div>• Review the rubric on page 106 and the sample of student responses on pages 107-109 when having the campers present their papers and for additional information.• The campers will be using the PPS Intermediate Problem Solving rubric to evaluate their work.• Page 106 Rubric and PPS Intermediate Rubric Correlation:						
				<table><tr><td>Page 106 Rubric</td><td>PPS Intermediate Problem Solving Rubric</td></tr><tr><td>Level 4</td><td>4+ and 4</td></tr><tr><td>Level 3</td><td>3</td></tr></table>	Page 106 Rubric	PPS Intermediate Problem Solving Rubric	Level 4	4+ and 4	Level 3	3
				Page 106 Rubric	PPS Intermediate Problem Solving Rubric					
				Level 4	4+ and 4					
Level 3	3									

				Level 2	2
				Level 1	1
				<ul style="list-style-type: none">• You may want to use a problem that you solved or one of the student response samples to model how the campers should use the PPS Intermediate Problem Solving Rubric to assess the campers' work. The campers should be instructed to highlight on the rubric where their peer's work falls.• Divide the campers in partner and have them assess each other's work using the rubric.• After the peer review is completed, give the campers an opportunity to revise their work.	



3rd Grade Math Lesson Plan Template

Day 15



Topic	Title	Number of Minutes	Materials	Example/Description
Independent Problem Solving Task/DI	Button Dolls Differentiated Instruction – Computational Fluency	20	Materials: <ul style="list-style-type: none"> Button Doll Open Response Task Pencils Campers’ manila folders Teacher pages 105 – 109. Copies of the PPS Intermediate Problem Solving Rubric 	<ul style="list-style-type: none"> Independent Problem Solving Task: “Button Dolls” Give the campers the opportunity to revise their Button task at this time. <p>(If the campers have revised their problems, they may engage in any of the differentiated instruction activities.)</p> <p><i>A rotation schedule for DI activities would be useful to keep track of campers’ daily activities.</i></p>
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 2, Lesson 3, p. 16A-17	50	Materials <ul style="list-style-type: none"> Teacher Manual pages 16A - 17 Camper Workbook pages 16– 17 Graph paper Scissors Crayons Math vocabulary cards for the 	<ul style="list-style-type: none"> Topic: Number Lines and Arrays Lesson objective should be stated and posted - Week 2 Lesson 3 Objective: Campers write multiplication sentences to describe information presented in a rectangular array. Week 2 Lesson 3 math vocabulary: <i>array, rows, product, and multiplication sentence.</i> Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up - Concept Building section on page 16A. Under the Engage heading on page 16A, complete Skill Building section (including <i>Build an Array</i>). Review the <i>Key Idea</i> box with the campers on page 16.

			<div>math word wall</div> <ul style="list-style-type: none">PaperPencils	<ul style="list-style-type: none">Complete problems #1 and 3 with the campers. Have the campers complete problems #2, 4, 5, 6, 7, and 8 independently. Once the problems are completed, review with the campers problems #2, 4, 5, 6, 7, and 8 as a whole group.Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 17. This problem will be used as an exit slip to check the campers understanding of the lesson.Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.										
<div>Problem Solving Closing – Student Presentation</div>	<div>Button Dolls</div>	<div>20</div>	<div>Materials</div> <ul style="list-style-type: none">Button Dolls Open ResponsePencilsManila foldersTeacher pages 105 – 109.Copies of the PPS Intermediate Problem Solving Rubric	<ul style="list-style-type: none">The campers will present their solutions to “Button Dolls”. The teacher will select problems that will represent each level from Approaching the Standard - 1 / 2 to Exceeds the Standard – 4+.Page 106 Rubric and PPS Intermediate Rubric Correlation: <table><tr><td>Page 106 Rubric</td><td>PPS Intermediate Problem Solving Rubric</td></tr><tr><td>Level 4</td><td>4+ and 4</td></tr><tr><td>Level 3</td><td>3</td></tr><tr><td>Level 2</td><td>2</td></tr><tr><td>Level 1</td><td>1</td></tr></table> <ul style="list-style-type: none">Make sure that with teacher’s guidance, the campers are able to identify the examples of each of the categories in the rubric. - Approaching the Standard (Levels 1 and 2), Meets the Standard (Levels 3 and 4), and Exceeds the Standard (Level 4+).The presentation of the campers’ work during the Closing will begin with Approaching the Standard work and end with the Exceeds the Standard work.	Page 106 Rubric	PPS Intermediate Problem Solving Rubric	Level 4	4+ and 4	Level 3	3	Level 2	2	Level 1	1
Page 106 Rubric	PPS Intermediate Problem Solving Rubric													
Level 4	4+ and 4													
Level 3	3													
Level 2	2													
Level 1	1													



3rd Grade Math Lesson Plan Template

Day 16



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction	Computational Fluency	20	Materials <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication directions • Math Masters page 443 • Six-sided dice • Counters 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: <ul style="list-style-type: none"> ~ Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) ~Baseball Multiplication (Skill: Multiplication facts 1 to 6) <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 2, Lesson 4, p. 18A--19	50	Materials <ul style="list-style-type: none"> • Teacher Manual pages 18A - 19 • Camper Workbook pages 18– 19 • Graph paper 	<ul style="list-style-type: none"> • Topic: Number Lines and Arrays • Lesson objective should be stated and posted - Week 2 Lesson 4 Objective: Campers investigate the Commutative Property of Multiplication, using rectangular arrays. • Week 2 Lesson 4 math vocabulary: <i>Commutative Property of Multiplication, arrays, multiplication sentence, product, and</i>

			<ul style="list-style-type: none"> • Scissors • Crayons(optional) • Math vocabulary cards for the math word wall • Paper • Pencils 	<p><i>patterns.</i></p> <ul style="list-style-type: none"> • Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. • Complete the Warm Up - Concept Building section on page 18A. • Under the Engage heading on page 18A, complete Skill Building section <i>Array to the Product</i>. Also, under the Strategy Building section, complete <i>Share and Match</i>. • Review the <i>Key Idea</i> box with the campers on page 18. • Complete problems #1 and 5 with the campers. Have the campers complete problems #2, 3, 4, 6, 7, and 8 independently. Once the problems are completed, review with the campers problems #2, 3, 4, 6, 7, and 8 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 19. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day. • (Option: If the campers need additional instruction on the math concept, you may use the information found on Number Lines and Arrays Week 2, Lesson 5 Review on pages 20A-21 in the teacher's manual.)
Independent Problem Solving Task	A Multiplication Problem	20	<p>Materials</p> <ul style="list-style-type: none"> • Copy of A Multiplication Problem Open Response for each student • Pencils • Manila folders • Teacher pages 79 – 83. • Copies of the PPS Intermediate Problem 	<ul style="list-style-type: none"> • Independent Problem Solving Task: “A Multiplication Problem” • Description: Campers find a pattern that can be used to solve multiplication problems. • Focus: <ol style="list-style-type: none"> 1. Use arrays, mental arithmetic, and paper-and-pencil algorithms to solve problems involving the multiplication of whole numbers.

			Solving Rubric	<p>2. Describe numeric patterns and use them to solve problems.</p> <ul style="list-style-type: none"> • Review the rubric on page 80 and the sample of student responses on pages 81-83 when having the campers present their papers and for additional information. • The campers will be using the PPS Intermediate Problem Solving rubric to evaluate their work. • The campers will continue working on this problem during the week as outlined in the lesson plans. Problems should be kept in the camper's manila folders so they can work independently.
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3rd Grade Math Lesson Plan Template

Day 17



Topic	Title	Number of Minutes	Materials	Example/Description
Independent Problem Solving Task	A Multiplication Problem	20	<p>Materials</p> <ul style="list-style-type: none">• Copy of A Multiplication Problem Open Response for each student• Pencils• Manila folders• Teacher pages 79 – 83.• Copies of the PPS Intermediate Problem Solving Rubric	<ul style="list-style-type: none">• Independent Problem Solving Task: “A Multiplication Problem”• Description: Campers find a pattern that can be used to solve multiplication problems.• Focus:<ol style="list-style-type: none">1. Use arrays, mental arithmetic, and paper-and-pencil algorithms to solve problems involving the multiplication of whole numbers.2. Describe numeric patterns and use them to solve problems.• Review the rubric on page 80 and the sample of student responses on pages 81-83 when having the campers present their papers and for additional information.• The campers will be using the PPS Intermediate Problem Solving rubric to evaluate their work.• The campers will continue working on this problem during the week as outlined in the lesson plans. Problems should be kept in the camper’s manila folders so they can work independently.
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 3, Lesson 1 p. 22A-23	50	<p>Materials</p> <ul style="list-style-type: none">• Teacher Manual pages 22A – 23 (includes math background/ intro.)	<ul style="list-style-type: none">• Topic: Building Multiplication Facts• Lesson objective should be stated and posted - Week 3 Lesson 1 Objective: Campers know multiplication facts for twos and threes.• Week 3 Lesson 1 math vocabulary: <i>multiplication sentence, factors, product, and array.</i>• Math vocabulary words, their definition, and a pictorial

			<ul style="list-style-type: none"> • Camper Workbook pages 22– 23 • Index cards • Building Facts Charts (page B17 – Blackline Master) • Multiplication Table (page B18 – Blackline Master) • Math vocabulary cards for the math word wall • Paper • Pencils 	<p>representation when applicable must be posted in the classroom on the math vocabulary word wall.</p> <ul style="list-style-type: none"> • Complete the Warm Up - Concept Building section on page 22C. • Under the Engage heading on page 22C, complete Skill Building section 2 and 3 <i>Flash Cards</i>. • Review the <i>Key Idea</i> box with the campers on page 22. • Complete problem #1 with the campers. Have the campers complete problems #2 – 14 independently. Once the problems are completed, review with the campers problems #2 - 14 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 23. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
Differentiated Instruction	Computational Fluency	20	<p>Materials</p> <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: ~ Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) ~Baseball Multiplication (Skill: Multiplication facts 1 to 6) ~Multiplication Top-It (Skill: Multiplication facts 0 to 10) - You can teach this new differentiated instruction activity to the campers at this time. <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>

			<div>directions</div> <ul style="list-style-type: none">• Math Masters page 443• Six-sided dice• Counters• Multiplication Top-It directions	
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3rd Grade Math Lesson Plan Template

Day 18



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction	Computational Fluency	30	Materials <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication directions • Math Masters page 443 • Six-sided dice • Counters • Multiplication Top-It directions 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: <ul style="list-style-type: none"> ~ Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) ~Baseball Multiplication (Skill: Multiplication facts 1 to 6) ~Multiplication Top-It (Skill: Multiplication facts 0 to 10) <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>
Number Worlds	Unit: Multiplication and Beginning Division	60	Materials <ul style="list-style-type: none"> • Teacher Manual pages 24A - 25 	<ul style="list-style-type: none"> • Topic: Building Multiplication Facts • Lesson objective should be stated and posted - Week 3 Lesson 2 Objective: Campers know multiplication facts for fours and fives.

Level F	Week 3, Lesson 2 p. 24A-25		<ul style="list-style-type: none"> • Camper Workbook pages 24– 25 • Building Facts Charts (page B17 – Blackline Master) • Multiplication Table (page B18 - Blackline Master) • Multiplication Memory Game Cards (pages B19 – B20 – Blackline Masters) • Scissors • Index cards • Math vocabulary cards for the math word wall • Paper • Pencils 	<ul style="list-style-type: none"> • Week 3 Lesson 2 math vocabulary: <i>multiplication sentence, factors, and product</i>. • Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. • Complete the Warm Up - Concept Building section on page 24A. • Under the Engage heading on page 24A, complete Skill Building section <i>4 and 5 Flash Cards</i>. Also, complete Strategy Building section <i>Multiplication Memory</i>. • Review the <i>Key Idea</i> box with the campers on page 24. • Complete problem #1 with the campers. Have the campers complete problems #2 - 22. Once the problems are completed, review with the campers problems #2 – 22 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 25. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
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3rd Grade Math Lesson Plan Template

Day 19



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction	Computational Fluency	20	Materials <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication directions • Math Masters page 443 • Six-sided dice • Counters • Multiplication Top-It directions 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: <ul style="list-style-type: none"> ~ Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) ~Baseball Multiplication (Skill: Multiplication facts 1 to 6) ~Multiplication Top-It (Skill: Multiplication facts 0 to 10) <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>

<p>Number Worlds Level F</p>	<p>Unit: Multiplication and Beginning Division Week 3, Lesson 3 p. 26A-27</p>	<p>50</p>	<p>Materials</p> <ul style="list-style-type: none"> • Teacher Manual pages 26A - 27 • Camper Workbook pages 26– 27 • Building Facts Charts (page B17 – Blackline Master) • Multiplication Table (page B18 - Blackline Master) • Index cards • Math vocabulary cards for the math word wall • Paper • Pencils 	<ul style="list-style-type: none"> • Topic: Building Multiplication Facts • Lesson objective should be stated and posted - Week 3 Lesson 3 Objective: Campers know multiplication facts for sixes and sevens. • Week 3 Lesson 3 math vocabulary: <i>multiplication sentence, factors, and product.</i> • Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. • Complete the Warm Up - Concept Building section on page 26A. • Under the Engage heading on page 26A, complete Strategy Building section <i>Factor, Factor, Product</i> and Skill Building section <i>6 and 7 Flash Cards.</i> • Review the <i>Key Idea</i> box with the campers on page 26. • Complete problem #1 with the campers. Have the campers complete problems #2 - 22. Once the problems are completed, review with the campers problems #2 – 22 as a whole group. • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 27. This problem will be used as an exit slip to check the campers understanding of the lesson. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
<p>Problem Solving Worktime – Peer Review</p>	<p>A Multiplication Problem</p>	<p>20</p>	<p>Materials</p> <ul style="list-style-type: none"> • A Multiplication Problem Open Response task • Pencils • Highlighters (optional) • Campers’ manila folders • Teacher pages 79 – 	<ul style="list-style-type: none"> • Independent Problem Solving Task: “A Multiplication Problem” • Description: Campers find a pattern that can be used to solve multiplication problems. • Focus: <ol style="list-style-type: none"> 1. Use arrays, mental arithmetic, and paper-and-pencil algorithms to solve problems involving the multiplication of whole numbers. 2. Describe numeric patterns and use them to solve problems.

			<div>83.</div> <ul style="list-style-type: none">Copies of the PPS Intermediate Problem Solving Rubric	<ul style="list-style-type: none">Review the rubric on page 80 and the sample of student responses on pages 81-83 when having the campers present their papers and for additional information.The campers will be using the PPS Intermediate Problem Solving rubric to evaluate their work.Page 80 Rubric and PPS Intermediate Rubric Correlation: <table><tr><th>Page 80 Rubric</th><th>PPS Intermediate Problem Solving Rubric</th></tr><tr><td>Level 4</td><td>4+ and 4</td></tr><tr><td>Level 3</td><td>3</td></tr><tr><td>Level 2</td><td>2</td></tr><tr><td>Level 1</td><td>1</td></tr></table> <ul style="list-style-type: none">You may want to use a problem that you solved or one of the student response samples to model how the campers should use the PPS Intermediate Problem Solving Rubric to assess the campers' work. The campers should be instructed to highlight on the rubric where their peer's work falls.Divide the campers in partner and have them assess each other's work using the rubric.After the peer review is completed, give the campers an opportunity to revise their work.	Page 80 Rubric	PPS Intermediate Problem Solving Rubric	Level 4	4+ and 4	Level 3	3	Level 2	2	Level 1	1
Page 80 Rubric	PPS Intermediate Problem Solving Rubric													
Level 4	4+ and 4													
Level 3	3													
Level 2	2													
Level 1	1													



3rd Grade Math Lesson Plan Template

Day 20



Topic	Title	Number of Minutes	Materials	Example/Description
Independent Problem Solving Task	A Multiplication Problem	20	Materials: <ul style="list-style-type: none"> A Multiplication Problem Open Response PPS Intermediate Problem Solving Rubric Pencils Campers' Manila folders 	<ul style="list-style-type: none"> Independent Problem Solving Task: "A Multiplication Problem" Give the campers the opportunity to revise A Multiplication Problem. <p>(If the campers have revised their problems, they may engage in any of the differentiated instruction activities.)</p> <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 3, Lesson 4 p. 28A-29	50	Materials <ul style="list-style-type: none"> Teacher Manual pages 28A - 29 Camper Workbook pages 28– 29 Building Facts Charts (page B17 – Blackline Master) Multiplication Table (page B18 - Blackline Master) Product Bingo Cards (pages B21 – B22 – Blackline 	<ul style="list-style-type: none"> Topic: Building Multiplication Facts Lesson objective should be stated and posted - Week 3 Lesson 4 Objective: Campers know multiplication facts for eights and nines. Week 3 Lesson 4 math vocabulary: <i>pattern, multiplication sentence, factors, and product.</i> Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up - Concept Building section on page 28A. Under the Engage heading on page 28A, complete Strategy Building section <i>Product Bingo</i> and Skill Building section <i>8 and 9 Flash Cards</i>. Review the <i>Key Idea</i> box with the campers on page 28. Complete problem #1 with the campers. Have the campers complete problems #2 - 22. Once the problems are completed, review with the campers problems #2 – 22 as a whole group. Exit Slip: All campers must complete the <i>Reflect</i> problem at the

			<div>Masters)</div> <ul style="list-style-type: none">• Index cards• Math vocabulary cards for the math word wall• Paper• Pencils	<div>bottom of page 29. This problem will be used as an exit slip to check the campers understanding of the lesson.</div> <ul style="list-style-type: none">• Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.• (Option: If the campers need additional instruction on the math concept you may use the information found on Building Multiplication Facts Week 3, Lesson 5 Review on pages 30A-31 in the teacher’s manual.)										
<div>Problem Solving Closing – Student Presentation</div>	<div>A Multiplication Problem</div>	<div>20</div>	<div>Materials</div> <ul style="list-style-type: none">• Copy of the A Multiplication Problem Open Response• Pencils• Manila folders• Teacher pages 79 – 83.• Copies of the PPS Intermediate Problem Solving Rubric	<ul style="list-style-type: none">• The campers will present their solutions to “A Multiplication Problem”. The teacher will select problems that will represent each level from Approaching the Standard - 1 / 2 to Exceeds the Standard – 4+.• Page 80 Rubric and PPS Intermediate Rubric Correlation: <table><tr><td>Page 80 Rubric</td><td>PPS Intermediate Problem Solving Rubric</td></tr><tr><td>Level 4</td><td>4+ and 4</td></tr><tr><td>Level 3</td><td>3</td></tr><tr><td>Level 2</td><td>2</td></tr><tr><td>Level 1</td><td>1</td></tr></table> <ul style="list-style-type: none">• Make sure that with teacher’s guidance, the campers are able to identify the examples of each of the categories in the rubric. - Approaching the Standard (Levels 1 and 2), Meets the Standard (Levels 3 and 4), and Exceeds the Standard (Level 4+).• The presentation of the campers’ work during the Closing will begin with Approaching the Standard work and end with the Exceeds the Standard work.	Page 80 Rubric	PPS Intermediate Problem Solving Rubric	Level 4	4+ and 4	Level 3	3	Level 2	2	Level 1	1
Page 80 Rubric	PPS Intermediate Problem Solving Rubric													
Level 4	4+ and 4													
Level 3	3													
Level 2	2													
Level 1	1													



3rd Grade Math Lesson Plan Template

Day 21



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction	Computational Fluency	20	Materials <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication directions • Math Masters page 443 • Six-sided dice • Counters • Multiplication 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: <ul style="list-style-type: none"> ~ Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) ~Baseball Multiplication (Skill: Multiplication facts 1 to 6) ~Multiplication Top-It (Skill: Multiplication facts 0 to 10) ~Name That Number (Skill: Naming numbers with expression) - You can teach this new differentiated instruction activity to the campers at this time. <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>

			Top-It directions <ul style="list-style-type: none"> Name That Number directions 	
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 4, Lesson 1 p. 32A-33	50	Materials <ul style="list-style-type: none"> Teacher Manual pages 32A – 33 (includes math background/ intro.) Camper Workbook pages 32– 33 Building Facts Charts (page B17 – Blackline Master) Math vocabulary cards for the math word wall Paper Pencils 	<ul style="list-style-type: none"> Topic: Beyond the Basic Facts Lesson objective should be stated and posted - Week 4 Lesson 1 Objective: Campers multiply by 10 and powers of 10, using mental math. Week 4 Lesson 1 math vocabulary: <i>multiples, multiplication sentence, factors, mental math, and product.</i> Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up - Concept Building section on page 32C. Under the Engage heading on page 32C, complete Strategy Building section <i>Times 10</i>. Review the <i>Key Idea</i> box with the campers on page 32. Complete problem #1 with the campers. Have the campers complete problems #2 - 14. Once the problems are completed, review with the campers problems #2 – 14 as a whole group. Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 33. This problem will be used as an exit slip to check the campers understanding of the lesson. Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
Problem Solving Task	Patterns in Our Multiplication Facts	20	Materials: <ul style="list-style-type: none"> Copies of the problem Pencils 	“Patterns in Our Multiplication Facts” Skill Focus: Algebra-Patterns and Functions: Patterns <ul style="list-style-type: none"> Distribute the problem to the campers. Review the problem with the campers and have them work on it

			<ul style="list-style-type: none"> • Manila folders • <u>Activities to Undo Math Misconceptions</u> (Grades 3-5) – page 45. 	<p>independently.</p> <ul style="list-style-type: none"> • The campers will place the problem in their manila folder. You will review the problem with the campers tomorrow.
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3rd Grade Math Lesson Plan Template

Day 22



Topic	Title	Number of Minutes	Materials	Example/Description
Problem Solving Task	Patterns in Our Multiplication Facts	20	Materials: <ul style="list-style-type: none">Copies of the problemManila foldersPencils<u>Activities to Undo Math Misconceptions</u> (Grades 3-5) – page 45	“Patterns in Our Multiplication Facts” Skill Focus: Algebra-Patterns and Function: Patterns <ul style="list-style-type: none">Review the campers’ answers to the problem. Give them additional time if necessary to complete the problem.
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 4, Lesson 2 p. 34A- 35	50	Materials <ul style="list-style-type: none">Teacher Manual pages 34A - 35Camper Workbook pages 34– 35Graph paperMath vocabulary cards for the math word wallPaperPencils	<ul style="list-style-type: none">Topic: Beyond the Basic FactsLesson objective should be stated and posted - Week 4 Lesson 2 Objective: Campers use the Distributive Property to find products when factors are greater than 10.Week 4 Lesson 2 math vocabulary: <i>Distributive Property, product, factors, inverse, and array.</i>Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall.Complete the Warm Up - Concept Building section on page 34A.Under the Engage heading on page 34A, complete Skill Building section <i>Distributive Property.</i>Review the <i>Key Idea</i> box with the campers on page 34.Complete problems #1, 2, and 6 with the campers. Have the campers complete problems #3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, and 15

				<p>independently. Once the problems are completed, review problems #3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, and 15 as a whole group.</p> <ul style="list-style-type: none"> • Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 35. This problem will be used as an exit slip to check the campers understanding of the math concept. • Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.
Differentiated Instruction	Computational Fluency	20	<p>Materials</p> <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication directions • Math Masters page 443 • Six-sided dice 	<ul style="list-style-type: none"> • Differentiated Instruction Menu: <ul style="list-style-type: none"> ~ Beat the Calculator (Addition) (Skill: Mental addition skills). ~Less Than You! (Skill: Mental addition skills; developing a winning game strategy) ~Subtraction Top-It (Skill: Subtraction facts) ~Addition Top-It (Skill: Addition facts 0 to 10) ~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills) ~Baseball Multiplication (Skill: Multiplication facts 1 to 6) ~Multiplication Top-It (Skill: Multiplication facts 0 to 10) ~Name That Number (Skill: Naming numbers with expression)

			<ul style="list-style-type: none">• Counters• Multiplication Top-It directions• Name That Number directions	
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3rd Grade Math Lesson Plan Template

Day 23



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction	Computational Fluency	30	Materials <ul style="list-style-type: none"> • Everyday Math cards • Beat the Calculator (Addition) directions • Addition Top-It directions • Calculators • Less Than You! directions • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication directions • Math Masters page 443 • Six-sided dice • Counters • Multiplication 	<i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i>

			Top-It directions <ul style="list-style-type: none"> Name That Number directions 	
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 4, Lesson 3 p. 36A- 37	60	Materials <ul style="list-style-type: none"> Teacher Manual pages 36A - 37 Camper Workbook pages 36– 37 Graph paper Scissors Counters Math vocabulary cards for the math word wall Paper Pencils 	<ul style="list-style-type: none"> Topic: Beyond the Basic Facts Lesson objective should be stated and posted - Week 4 Lesson 3 Objective: Campers use their knowledge of the basic facts and the Distributive Property to multiply and divide numbers. Week 4 Lesson 3 math vocabulary: <i>operation sign, Distributive Property, product, factors, multiplication sentence, and array.</i> Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up - Concept Building section on page 36A. Under the Engage heading on page 36A, complete Skill Building section <i>How Many Ways?</i> Review the <i>Key Idea</i> box with the campers on page 36. Complete problems #1 and 3 with the campers. Have the campers complete problems #2, 4, 5, 6, 7, and 8 independently. Once the problems are completed, review problems #2, 4, 5, 6, 7, and 8 as a whole group. Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 37. This problem will be used as an exit slip to check the campers understanding of the math concept. Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day.



3rd Grade Math Lesson Plan Template

Day 24



Topic	Title	Number of Minutes	Materials	Example/Description
Differentiated Instruction	Computational Fluency	20	<p>Materials</p> <ul style="list-style-type: none">• Everyday Math cards• Beat the Calculator (Addition) directions• Addition Top-It directions• Calculators• Less Than You! directions• Subtraction Top-It directions• Beat the Calculator (Multiplication) directions• Baseball Multiplication directions• Math Masters page 443• Six-sided dice• Counters• Multiplication Top-It directions• Name That Number	<ul style="list-style-type: none">• Differentiated Instruction Menu:<ul style="list-style-type: none">~ Beat the Calculator (Addition) (Skill: Mental addition skills).~Less Than You! (Skill: Mental addition skills; developing a winning game strategy)~Subtraction Top-It (Skill: Subtraction facts)~Addition Top-It (Skill: Addition facts 0 to 10)~Beat the Calculator (Multiplication) (Skill: Mental multiplication skills)~Baseball Multiplication (Skill: Multiplication facts 1 to 6)~Multiplication Top-It (Skill: Multiplication facts 0 to 10)~Name That Number (Skill: Naming numbers with expression) <p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>

			directions	
Number Worlds Level F	Unit: Multiplication and Beginning Division Week 4, Lesson 4 p. 38A-39	50	<p>Materials</p> <ul style="list-style-type: none"> Teacher Manual pages 38A - 39 Camper Workbook pages 38– 39 Cover Up game board (page B23 – Blackline Masters) Number 1-6 Cubes, 2 Graph paper Crayons Counters Paper bags Math vocabulary cards for the math word wall Paper Pencils 	<ul style="list-style-type: none"> Topic: Beyond the Basic Facts Lesson objective should be stated and posted - Week 4 Lesson 4 Objective: Campers are introduced to division and play a game to practice their basic multiplication facts. Week 4 Lesson 4 math vocabulary: <i>division sentences, factor, quotient, and inverse.</i> Math vocabulary words, their definition, and a pictorial representation when applicable must be posted in the classroom on the math vocabulary word wall. Complete the Warm Up - Concept Building section on page 38A. Under the Engage heading on page 38A, complete Skill Building section <i>Multiplication and Division</i>. Review the <i>Key Idea</i> box with the campers on page 38. Complete problems #1 and 4 with the campers. Have the campers complete problems #2, 3, 5, 6, 7, 8, 9, 10 and 11 independently. Once the problems are completed, review problems #2, 3, 5, 6, 7, 8, 9, 10 and 11 as a whole group. Exit Slip: All campers must complete the <i>Reflect</i> problem at the bottom of page 39. This problem will be used as an exit slip to check the campers understanding of the math concept. Reflect: Complete the Extended Response and Real -World Application sections. If you do not complete the Real-World Application during this lesson, the problem could be used as a math message review the following day. (Option: If the campers need additional instruction on the math concept, you may use the information found on Beyond the Basic Facts Week 4, Lesson 5 Review on pages 40A-41 in the teacher's manual.)
Problem Solving Task	Choices: 1)Using a Graph to Add and Subtract 2) Addition and	20	<p>Materials:</p> <ul style="list-style-type: none"> Copies of the problem Pencils 	<p>Using a Graph to Add and Subtract or Addition and Subtraction Story Problem</p> <p>Skill Focus: Addition and Subtraction Concepts</p> <ul style="list-style-type: none"> Distribute the problem to the campers.

	Subtraction Story Problems		<ul style="list-style-type: none"> • Manila folders • <u>Activities to Undo Math Misconceptions</u> (Grades 3-5) – pages 9 and 10 	<ul style="list-style-type: none"> • Review the problem with the campers and have them work on it independently. • The campers will place the problem in their manila folder. You will review the problem with the campers tomorrow.
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3rd Grade Math Lesson Plan Template

Day 25



Topic	Title	Number of Minutes	Materials	Example/Description
Problem Solving Task	Choices: 1) Using a Graph to Add and Subtract 2) Addition and Subtraction Story Problems	20	Materials: <ul style="list-style-type: none">Copies of the problemManila foldersPencils<u>Activities to Undo Math Misconceptions</u> (Grades 3-5) – pages 9 and 10	Using a Graph to Add and Subtract or Addition and Subtraction Story Problem Skill Focus: Addition and Subtraction Concepts <ul style="list-style-type: none">Review the campers' answers to the problem. Give them additional time if necessary to complete the problem.
Number Worlds Level F	TBD	50	TBD	<ul style="list-style-type: none">The teacher can use this day to wrap up any of the Number Worlds instruction.
Differentiated Instruction	Computational Fluency	20	Materials <ul style="list-style-type: none">Everyday Math cardsBeat the Calculator (Addition) directionsAddition Top-It directionsCalculatorLess Than You! directions	<ul style="list-style-type: none">Differentiated Instruction Menu:<ul style="list-style-type: none">~ Beat the Calculator (Addition) (Skill: Mental addition skills).~ Less Than You! (Skill: Mental addition skills; developing a winning game strategy)~ Subtraction Top-It (Skill: Subtraction facts)~ Addition Top-It (Skill: Addition facts 0 to 10)~ Beat the Calculator (Multiplication) (Skill: Mental multiplication skills)~ Baseball Multiplication (Skill: Multiplication facts 1 to 6)~ Multiplication Top-It (Skill: Multiplication facts 0 to 10)~ Name That Number (Skill: Naming numbers with expression)

			<ul style="list-style-type: none"> • Subtraction Top-It directions • Beat the Calculator (Multiplication) directions • Baseball Multiplication directions • Math Masters page 443 • Six-sided dice • Counters • Multiplication Top-It directions • Name That Number directions 	<p><i>A rotation schedule for DI activities would be useful to keep track of campers' daily activities.</i></p>
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