

Grade 3 Mathematics COVID-19 Gap Implementation Tool

Potential Gap Considerations for 2020-2021 School Year *(applicable standards only)*

2020–2021 School Year Grade 3 Units Reflected on Year at a Glance (YAG)

Grade 2 Last 9 Weeks Standards 2019-2020	Grade 3 Aligned Standards 2020-2021	Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Unit 07	Unit 08	Unit 09	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
There are no additional COVID-19 gap considerations from the previous grade level for this unit.		X														
District notes:																
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2.6A Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.	3.4D Determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10. <i>Supporting Standard</i>			X G2U10 2.6A												
Considerations: Students may not have been taught 2.6A and may not have had the opportunity to solidify the foundational understandings to prepare them for 3.4D. Grade 3 teachers should be prepared to: <ul style="list-style-type: none"> • Introduce contextual multiplication situations in which equivalent sets of objects are joined prior to introducing equally-sized groups represented as arrays. • Introduce the relationship between repeated addition and multiplication to determine the total number of objects in a multiplication situation. 																
District notes:																
2.9F Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit.	3.6C Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. <i>Readiness Standard</i>			X G2U10 2.9F				X					X			X
Considerations: Students may not have been taught 2.9F and may not have had the opportunity to solidify the foundational understandings to prepare them for 3.6C. Grade 3 teachers should be prepared to: <ul style="list-style-type: none"> • Introduce the concept of area by using concrete models of square units to cover a rectangle with no gaps or overlaps. • Introduce counting the total number of square units to find the area of a rectangle and describing the measurement using a number and the unit prior to introducing the determination of the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. 																
District notes:																