

JUMP

JOURNAL FOR UNDERSTANDING MATHEMATICAL PRINCIPLES

Grade 3

Teacher's Edition

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2nd Edition

Introduction to JUMP

How is JUMP aligned to the Common Core State Standards for Mathematics?

One of the major shifts in the Common Core State Standards (CCSS) for mathematics is the call for rigor. JUMP is designed to meet the rigor of the standards by focusing on students' conceptual understanding and application of the mathematical principles. The authors have analyzed and interpreted each standard to provide journal prompts that reflect what students need to know and be able to do at each grade level. A CCSS information table is provided for each prompt in the Teacher's Edition. (See example below)

How does JUMP address the Critical Areas for each grade level?

The authors have identified Standards we believe address grade level Critical Areas. These Standards are highlighted in the CCSS information tables in the Teacher's Edition. (See example below)

Common Core State Standards for Mathematics 3.OA.1	
Grade:	3
Domain:	Operations and Algebraic Thinking
Cluster:	Represent and solve problems involving multiplication and division.
Standard:	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>

Each student edition also includes prompts for content vocabulary terms that are essential to understanding mathematical concepts at each grade level. The terms that support the grade level Critical Areas identified by the CCSS and are highlighted, as well.

How does JUMP support the Standards for Mathematical Practice?

JUMP deepens students' understanding of mathematical concepts while reinforcing critical processes and proficiencies outlined in the CCSS for Mathematical Practice. JUMP asks students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct arguments and critique their work and the work of others, model with mathematics, and use mathematical tools. Most importantly, JUMP asks students to attend to precision while communicating mathematically.

How is **JUMP** different from a workbook?

JUMP is designed to support the rigor of CCSS by promoting a deep conceptual understanding and application of mathematical concepts and principles. For example, a student may be able to mentally multiply 6×7 , but he or she may not be able to explain the concept of multiplication. Unlike workbooks, which are designed for skills practice, **JUMP** is designed for understanding.

How often should I use **JUMP**?

It is recommended that students respond to journal prompts on a regular basis. The frequency of use will depend on the standards that have been taught.

How can **JUMP** be used?

JUMP can be used in a variety of settings:

- Whole group instruction
- Small group instruction
- Peer learning teams
- Partners
- Individually

JUMP can be used for a variety of purposes:

- Pre-assessment
- Formative assessment
- Summative assessment
- Guided practice
- Independent practice
- Homework
- Enrichment
- Intervention
- Evidence for parent/teacher conferences
- Evidence for portfolios

JUMP can be used by a variety of educators:

- General Education Teachers
- Special Education Teachers
- Teachers of English Language Learners
- Math Resource Teachers
- Summer School Teachers
- Intervention Teachers
- Tutors

Write a three-digit number. **Explain** how you would round your number to the nearest ten. **Explain** how you would round your number to the nearest hundred.

Write

1 Point

← Student writes a three-digit number.

Explain

1 Point

← Answers will vary. Student's explanation must be complete and show an understanding of place value.

Explain

1 Point

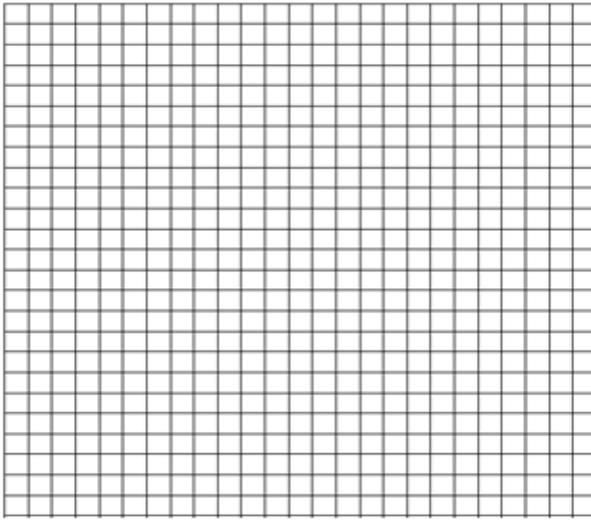
← Answers will vary. Student's explanation must be complete and show an understanding of place value.

Total = 3 Points

Common Core State Standards for Mathematics 3.NBT.1	
Grade:	3
Domain:	Number and Operations in Base Ten
Cluster:	Use place value understanding and properties of operations to perform multi-digit arithmetic.
Standard:	Use place value understanding to round whole numbers to the nearest 10 or 100.

Draw three different plane figures. Each plane figure must have an area of 24 square units. **Explain** how you know these figures have the same area.

Draw



3 Points

Answers will vary. Student earns 1 point for each plane figure that is accurately drawn with 24 square units.

Explain

1 Point

Answers will vary. Student's explanation must show an understanding of square units and area.

CCSS.3.MD.5.a

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Total = 4 Points

Common Core State Standards for Mathematics 3.MD.5.a	
Grade:	3
Domain:	Measurement and Data
Cluster:	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
Standard:	Recognize areas as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure data.