

Grade 3, Indicator 1b

From the review: To determine the amount of time on major work, the standards covered in the focus lessons were considered since that is where direct instruction takes place, and the majority of the lesson takes place during this time.

Everyday Mathematics Response

Only counting the focus portion of the lesson as the amount of time spent on major work is misleading; both the Warm-Up and Practice portions are key components of the spiral design of Everyday Mathematics.

From the review: Sixteen lessons out of the 99 are focused on off grade-level work. For example, lesson 1-3 is focused on 2.MD.C.7 (*tell and write time to the nearest 5 minutes*), and lesson 1-7 is focused on 2.MD.D.10, (*draw a bar graph with a single scaled unit*). Lesson 3-7 is focused on 2.G.A.2 (*partition a rectangle into rows and columns*). Lesson 4-4 is focused on 2.G.A.1 (*recognize and draw shapes having specified attributes*). Lessons 6-8, 6-9, 6-10 and 6-11 all focus on 5.OA.A.1 (*use parentheses in numerical expressions and evaluate the expressions*). Lessons 8-3 and 8-5 focus on 4.OA.B.4 (*find all factors for a whole number*). Lesson 8-6 focuses on 4.OA.A.3 (*solve multistep word problems posed with whole numbers and have whole-number answers using the four operations, including problems in which remainders must be interpreted*). Lesson 9-5 focuses on 4.NBT.B.5 (*multiply a whole number of up to four digits by a one-digit whole number*).

Everyday Mathematics Response

Lesson 1-3 focuses on children receiving and using math tools including clocks, Pattern-Block Templates, calculators, and rulers, that will be used in later lessons. The lesson involves a journal page where children demonstrate their knowledge of telling time to the nearest 5 minutes in preparation for Lesson 1-5, which provides instruction on telling time to the nearest minute. This lesson also provides formative assessment information about the telling time capabilities on the part of the students prior to instruction on telling time to the nearest minute.

Lesson 1-7 does not involve children drawing a bar graph with a single-scaled unit. Rather, children examine a bar graph with a single-scaled unit and a scaled bar graph and discuss similarities and differences. The lesson and the accompanying Home Link involve children representing data with scaled bar graphs.

In Lesson 3-7, Exploration C, children do partition a rectangle into rows and columns, but they also explore the connection between tiling, partitioning, and arrays, and then find the area of the rectangle. These are Grade 3 expectations – see 3.MD.5, 3.MD.5a, 3.MD.5b, 3.MD.6, 3.MD.7, and 3.MD.7a.

For Lessons 6-8, 6-9, 6-10, and 6-11, the footnote for 3.OA.8 expects children to evaluate equations using the order of operations when no grouping symbols are present. In order to use the order of operation rules, one needs to learn about parentheses. We were confused about how one could avoid parentheses entirely both in dealing with the order of operations and more generally in addressing the distributive property of multiplication, for example. So our third grade lead author queried Bill McCallum, one of the CCSS writers, who responded as follows on his blog on September 29, 2012: And there's no rule against using parentheses if it is deemed necessary for the stage of development. In fact 3.OA.5 has an example that reads "one can find $8 \times 7 = 8 \times (5+2) = (8 \times 5) + (8 \times 2) = 40+16 = 56$." Clearly, then, our use of parentheses in Grade 3 is acceptable. Also Lessons 8-3 and 8-5 are called off grade-level work; actually children are asked to find factor pairs for products, which align with expectations for 3.OA.7. The focus for Lesson 8-6 is equally sharing money amounts and NOT interpreting remainders. The Assessment Check-In does not assess children's interpretation of remainders, although it is mentioned in the lesson as a real-world situation. The focus for Lesson 9-5 is using area models to represent the distributive property (3.MD.7c) with 2-digit by 1-digit problems.