

MCSD 3rd Grade Common Core Curriculum Pacing Guide

June 12-25, 2013

Authors:

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Embedded throughout the school year will be problem solving practice using the Mathematical Practices:

1. Make sense of problems and persevere in solving problems.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning.

[m] Major clusters: high-intensity assessed clusters* [a/s] Additional and Supporting clusters: low intensity assessed clusters*

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<i>September</i>	<i>Grade Level:3rd</i>	<i>Morrow County School District</i>	
<i>Content Standards</i>	<i>Objective(s)/Skill(s) SWBAT:</i>	<i>Available Resources</i>	<i>Assessment</i>
<p>Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic [a/s]</p> <p>3NBT1. Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>I can explain the value of each digit in a multi-digit number as ten times the digit to the right.</p> <p>I can round a whole number to the nearest 10.</p> <p>I can round a whole number to the nearest 100.</p>	<p>(Saxon Lessons will be taught in sequential order independent of this pacing guide.) (EngageNY: Lessons primarily focused on teaching the standard are listed first. Lessons that reinforce the standard are in parentheses.) Saxon Lesson:15 On Core Mathematics Lesson: 42,43, and 44 McGraw Hill:</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-2 Topic C Lessons 12-14 (Topics D & E Lessons 15-21)</p> <p>www.adaptedmind.com Videos and worksheets. Free to teachers.</p> <p>Saxon Unit Tests</p>	<p>Monthly Exam View Assessment (pre/post to bring data to PLC's)</p> <p>easyCBM Assessments.</p> <p>Saxon Math Assessments</p> <p>EngageNY Mid-Module and End-of-Module Assessments</p> <p>Interventions: Title 1</p>
<p>3NBT2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (A range of algorithms may be used.</p>	<p>I can identify strategies for adding and subtracting within 1000.</p> <p>I can fluently add and subtract within 1000/</p>	<p>Saxon Lessons: 6, 7 ,8, 10, 13, 16, 19, 23 On Core Mathematics Lesson: 45, 46, 47, 48, 49, 50, and 51 McGraw Hill:</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-2 Topics A, B, D, & E Lessons 1-11, 15-21</p> <p>www.adaptedmind.com Videos and worksheets. Free to teachers.</p>	<p>Study Island</p> <p>Success Maker</p> <p>Small Groups</p> <p>Teacher Made or found materials</p> <p>After School Programs.</p> <p>RTI</p>

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<p>Operations and Algebraic Thinking: Represent and solve problems involving Multiplication and division [m]</p> <p>3.OA.1 Interpret product of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p>	<p>I can multiply to find the product.</p> <p>I can show products using equal groups, arrays and repeated addition.</p>	<p>McGraw Hill: Saxon Lessons: 55, 56, 57, 60, 61, 64 On Core Mathematics Lesson: 1 and 2</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topics A & C Lessons 1-3, 7-10 (Topics E & F Lessons 14-21)</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-3 (All Topics A-F Lessons 1-21)</p> <p>www.adaptedmind.com</p>	
<p>3OA3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1</p>	<p>I can multiply to solve word problems.</p> <p>I can divide to solve word problems.</p> <p>I can decide when to multiply or divide to solve word problems.</p>	<p>Saxon Lessons: 60,76, 80, 82,83,85,87,89, 90, 95,97,99,100 On Core Mathematics Lessons: 6 through 15 McGraw Hill Chapters 5-6</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topic F Lessons 18-21 (Topics A, B, C, D, & E Lessons 1-17)</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-3 Topics B, C, D, & E Lessons 4-18 (Topic A Lessons 1-3)</p> <p>www.adaptedmind.com Videos and worksheets. Free to teachers.</p> <p>Study Island</p>	

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<i>October</i>	<i>Grade Level: 3rd grade</i>	<i>Morrow County School District</i>	
<i>Content Standards</i>	<i>Objective(s)/Skill(s) SWBAT:</i>	<i>Available Resources</i>	<i>Assessment</i>
<p>Operations and Algebraic Thinking: Multiply and divide within 100 [m]</p> <p>3OA7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>I can memorize all products with 100.</p> <p>I can use strategies to solve a multiplication problem.</p> <p>I can use strategies to solve a division problem.</p>	<p>(Saxon Lessons will be taught in sequential order independent of this pacing guide.) (EngageNY: Lessons primarily focused on teaching the standard are listed first. Lessons that reinforce the standard are in parentheses.) Saxon L: 54,54,56,59,60,64,77 On Core Mathematics Lesson: 24 through 33. www.adaptedmind.com Videos and worksheets free to teachers. McGraw Hill: Chapters 5,6,9</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topics D, E, & F Lessons 11-21</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-3 Topics A, B, C, D, & E Lessons 1-18</p> <p>Choose two Problem Solving problems in <u>Calculations and Estimations</u> for students to master independently during this month. Saxon Unit Tests Study Island</p>	<p>Monthly Exam View Assessment (pre/post to bring data to PLC's)</p> <p>easyCBM Assessments.</p> <p>Saxon Math Assessments</p> <p>EngageNY Mid-Module and End-of-Module Assessments</p> <p>Interventions: Title 1</p> <p>Study Island</p> <p>Success Maker</p> <p>Small Groups</p> <p>Teacher Made or found materials</p> <p>After School Programs.</p> <p>RTI</p>

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<p>Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic [a/s]</p> <p>3NBT3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>	<p>I can identify strategies to multiply one-digit numbers by multiples of 10.</p> <p>I can use place value to multiply one-digit whole numbers by multiples of 10.</p>	<p>Saxon Lessons 56, 78. On Core Mathematics Lesson: 52-54</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-3 Topic F Lessons 19-21</p> <p>www.adaptedmind.com</p> <p>McGraw Hill Ch. 9 Study Island</p>	
<p>Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division [m]</p> <p>3OA2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</p>	<p>I can find the quotient of whole numbers using equal groups.</p> <p>I can tell what the numbers in a division problem means.</p> <p>I can explain what division means.</p> <p>I can show division as equal sharing.</p>	<p>Saxon Lessons: 83, 85,86, 88, 90, and 101. On Core Mathematics Lesson: 3 through 5.</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topics B & D Lessons 4-6, 11-13 (Topics E & F Lessons 14-21)</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-3 (Topics A, B, C, D, & E Lessons 1-18)</p> <p>www.adaptedmind.com videos and worksheets free to teachers.</p> <p>McGraw Hill: Ch.7 and 10</p>	

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<p>Solve problems involving the four operations, and identify and explain patterns in arithmetic [m]</p> <p>3OA8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³</p>	<p>I can identify the order of operations of a problem.</p> <p>I can identify different strategies for estimating.</p> <p>I can construct an equation using a letter standing for the unknown quantity.</p> <p>I can solve two–step word problems using the four operations.</p> <p>I can justify my answer using estimation strategies and mental computation.</p>	<p>Saxon L: 9, 18, 20,36, 39, 40, 60, and 90. On Core Mathematics Lesson: 34 through 38.</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topic F Lessons 18-21 (Topic D Lessons 11-13)</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-3 Topics E & F Lessons 16-21 (Topic C Lessons 8-11)</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-7 Topic A Lessons 1-3</p> <p>www.adaptedmind.com McGraw Hill: Ch. 4</p>	
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<i>November</i>	<i>Grade Level:3rd</i>	<i>Morrow County School District</i>	
<i>Content Standards</i>	<i>Objective(s)/Skill(s) SWBAT:</i>	<i>Available Resources</i>	<i>Assessment</i>
<p>Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division [m]</p> <p>3OA3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1</p>	<p>I can multiply to solve word problems.</p> <p>I can divide to solve word problems.</p> <p>I can decide when to multiply or divide to solve word problems.</p>	<p>(Saxon Lessons will be taught in sequential order independent of this pacing guide.) (EngageNY: Lessons primarily focused on teaching the standard are listed first. Lessons that reinforce the standard are in parentheses.) Saxon L: 60, 76, 80, 82, 83, 85, 87, 89, 90, 95, 97, 99, 100. On Core Mathematics Lesson: 6 through 15.</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topic F Lessons 18-21 (Topics A, B, C, D, & E Lessons 1-17) https://www.engageny.org/resource/grade-3-mathematics-module-3 Topics B, C, D, & E Lessons 4-18 (Topic A Lessons 1-3)</p> <p>www.adaptedmind.com Videos and worksheets free to teachers.</p> <p>Choose two Problem Solving problems in <u>Algebraic Relations</u> for students to master independently during this month.</p> <p>McGraw Hill Ch. 6 and 7 Saxon Unit Tests</p>	<p>Monthly Exam View Assessment (pre/post to bring data to PLC's)</p> <p>easyCBM Assessments.</p> <p>Saxon Math Assessments</p> <p>EngageNY Mid-Module and End-of-Module Assessments</p> <p>Interventions: Title 1</p> <p>Study Island</p> <p>Success Maker</p> <p>Small Groups</p> <p>Teacher Made or found materials</p> <p>After School Programs.</p> <p>RTI</p>

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<p>Multiply and divide within 100 [m]</p> <p>3OA7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one digit numbers.</p>	<p>I can memorize all products within 100.</p> <p>I can use strategies to solve a multiplication problem.</p> <p>I can use strategies to solve a division problem.</p>	<p>Saxon Lessons: 54, 55, 56, 59, 70, 81, 83, 86, 89, 92</p> <p>On Core Mathematics Lesson: 24 through 33.</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topics D, E, & F Lessons 11-21</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-3 Topics A, B, C, D, & E Lessons 1-18</p> <p>www.adaptedmind.com . Study Island McGraw Hill Ch.6 and 8</p>	
<p>Represent and solve problems involving multiplication and division [m]</p> <p>3OA4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</p>	<p>I can find the missing number in a multiplication problem.</p> <p>I can find the missing number in a division problem.</p>	<p>Saxon Lessons: 86 and 90</p> <p>On Core Mathematics Lesson: 16-17</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topic D Lessons 11-13 (Topics B, C, E, & F Lessons 4-10, 14-21)</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-3 Topics A, B, C, & D Lessons 1-15 (Topic E Lessons 16-18)</p> <p>www.adaptedmind.com Study Island</p>	

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<i>December</i>	<i>Grade Level:3rd</i>	<i>Morrow County School District</i>	
<i>Content Standards</i>	<i>Objective(s)/Skill(s) SWBAT:</i>	<i>Available Resources</i>	<i>Assessment</i>
<p>Operations and Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division [m]</p> <p>3OA6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>	<p>I can identify the multiplication problem related to the division problem.</p> <p>I can use multiplication to solve division problems.</p> <p>I can recognize and explain the relationship between multiplication and division.</p>	<p>(Saxon Lessons will be taught in sequential order independent of this pacing guide.) (EngageNY: Lessons primarily focused on teaching the standard are listed first. Lessons that reinforce the standard are in parentheses.)</p> <p>Saxon Lessons: 83, 86, 89, 90. On Core Mathematics Lesson: 26.</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topics B & D Lessons 4-6, 11-13 (Topics E & F Lessons 14-21)</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-3 (Topics A, B, C, D & E Lessons 1-18)</p> <p>www.adaptedmind.com Study Island McGraw Hill: Ch. 6 and 8 Saxon Unit Tests</p>	<p>Monthly Exam View Assessment (pre/post to bring data to PLC's)</p> <p>easyCBM Assessments.</p> <p>Saxon Math Assessments</p> <p>EngageNY Mid-Module and End-of-Module Assessments</p> <p>Interventions: Title 1</p> <p>Study Island</p> <p>Success Maker</p> <p>Small Groups</p> <p>Teacher Made or found materials</p>
<p>Solve problems involving the four operations, and identify and explain patterns in arithmetic [m]</p> <p>3OA9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>	<p>I can identify the pattern.</p> <p>I can explain rules for a pattern using properties of operations.</p> <p>I can explain relationships between the numbers of a pattern.</p>	<p>Saxon Lessons: 34, 64, 76, 89, and 105. On Core Mathematics Lesson: 39-41</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-3 Topics A, B, D, E & F Lessons 1-7, 12-21</p> <p>www.adaptedmind.com Study Island McGraw Hill: Ch. 6-10</p>	<p>After School Programs.</p> <p>RTI</p>

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<p>Understand properties of multiplication and the relationship between multiplication and division [m]</p>	<p>I can use the properties of multiplication and division to solve problems.</p>	<p>Saxon Lessons: 55, 56, 57, 70, 77, 86, and 89. On Core Mathematics Lesson: 15-22</p>	
<p>3OA5. Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p>	<p>I can explain the associative, commutative, and distributive properties of multiplication.</p>	<p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-1 Topics C, E, & F Lessons 7-10, 14-21 https://www.engageny.org/resource/grade-3-mathematics-module-3 Topics A, B, C, D & F Lessons 1-15, 19-21 www.adaptedmind.com Study Island</p>	

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<i>Content Standards</i>	<i>Objective(s)/Skill(s) SWBAT:</i>	<i>Available Resources</i>	<i>Assessment</i>
<p>Geometry: Reason with shapes and their attributes [a/s]</p> <p>3G1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>I can identify and define two-dimensional shapes based on their attributes.</p> <p>I need to know what an attribute means.</p> <p>I can identify rhombuses, rectangles and squares as quadrilaterals.</p> <p>I can describe, analyze and compare properties of two-dimensional shapes.</p> <p>I can group shapes by their attributes.</p> <p>I can compare and classify shapes by attributes, sides, and angles.</p> <p>I can draw examples that are and are not quadrilaterals.</p>	<p>(Saxon Lessons will be taught in sequential order independent of this pacing guide.) (EngageNY: Lessons primarily focused on teaching the standard are listed first. Lessons that reinforce the standard are in parentheses.) Saxon Lessons: 51, 66, 67, 104, and 105. On Core Mathematics Lesson: 97-104</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-7 Topics B & E Lessons 4-9, 23-30 (Topics C & D Lessons 10-22)</p> <p>www.adaptedmind.com Study Island</p> <p>Choose two Problem Solving problems in <u>Statistics and Probability</u> for students to master independently during this month. Excel 136 McGraw Hill: Ch. 12 Saxon Unit Tests</p>	<p>Monthly Exam View Assessment (pre/post to bring data to PLC's)</p> <p>easyCBM Assessments.</p> <p>Saxon Math Assessments</p> <p>EngageNY Mid-Module and End-of-Module Assessments</p> <p>Interventions: Title 1</p> <p>Study Island</p> <p>Success Maker</p> <p>Small Groups</p> <p>Teacher Made or found materials</p> <p>After School Programs.</p> <p>RTI</p>

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<p>3G2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p>	<p>I can divide shapes into equal parts.</p> <p>I can describe the area of each part as a fractional part of the whole.</p> <p>I can divide a shape into parts with equal areas and describe the area of each part as a unit fraction of the whole.</p>	<p>Saxon Lessons 42, 47, and 62. On Core Mathematics Lesson: 105</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-5 Topic A Lessons 1-4 (Topics B & C Lessons 5-13)</p> <p>www.adaptedmind.com</p> <p>McGraw Hill: Ch. 13</p>	
<p>Number and Operations— Fractions: Develop understanding of fractions as numbers [m]</p> <p>3NF1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.</p>	<p>I can define a unit fraction.</p> <p>I can recognize a unit fraction as part of a whole.</p> <p>I can identify and explain the parts of a written fraction.</p> <p>I can compare fractions using equal to, less than, and greater than one.</p>	<p>Saxon Lessons: 29, 41, 42, 43, 46, and 47. On Core Mathematics Lesson: 55-61</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-5 Topic B Lessons 5-9 (Topics A & C Lessons 1-4, 10-13)</p> <p>www.adaptedmind.com</p> <p>Study Island McGraw Hill: Ch. 13</p>	
<p>3NF2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</p>	<p>I can define the interval from 0 to 1 on a number line as the whole.</p> <p>I can divide a whole on a number line into equal parts.</p> <p>I can recognize that the equal parts between 0 and 1 stand for a fraction.</p> <p>I can represent each equal part on a number line with a fraction.</p>	<p>Saxon Lessons: 35 and 48 On Core Mathematics Lesson: 62</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-5 Topic D Lessons 14-19</p> <p>www.adaptedmind.com</p> <p>Excel 16 McGraw Hill: Ch. 13</p>	

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		Study Island	
<p>3NF2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>	<p>I can define the interval from 0 to 1 on a number line as the whole.</p> <p>I can divide a whole on a number line into equal parts.</p> <p>I can represent each equal part on a number line with a fraction.</p> <p>I can explain that endpoint of each equal part represents the total number of equal parts.</p>	<p>Saxon Lessons: 35 and 48 On Core Mathematics Lesson:62</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-5 Topic D Lessons 14-19</p> <p>www.adaptedmind.com</p> <p>McGraw Hill: Ch. 13 Study Island</p>	

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<i>February</i>	<i>Grade Level:3rd</i>	<i>Morrow County School District</i>	
<i>Content Standards</i>	<i>Objective(s)/Skill(s) SWBAT:</i>	<i>Available Resources</i>	<i>Assessment</i>
<p>Number and Operations—Fractions: Develop understanding of fractions as numbers [m]</p> <p>3NF3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Third grade expectations are for fractions with the denominators 2, 3,4,6,8.</p>	<p>I can describe the equivalent fractions.</p> <p>I can recognize simple equivalent fractions.</p> <p>I can compare fractions by their size to determine equivalence.</p> <p>I can use number lines, size, visual fraction models, etc. to find equivalent fractions.</p>	<p>(Saxon Lessons will be taught in sequential order independent of this pacing guide.) (EngageNY: Lessons primarily focused on teaching the standard are listed first. Lessons that reinforce the standard are in parentheses.) Saxon Lessons: 46, 46, 48. On Core Mathematics Lesson: 63</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-5 Topic E Lessons 20-27 (Topic C Lessons 10-13)</p> <p>www.adaptedmind.com</p> <p>Choose two Problem Solving problems in <u>Measurement</u> for students to master independently during this month.</p> <p>McGraw Hill: Ch. 13 Study Island Saxon Unit Tests</p>	<p>Monthly Exam View Assessment (pre/post to bring data to PLC's)</p> <p>easyCBM Assessments.</p> <p>Saxon Math Assessments</p> <p>EngageNY Mid-Module and End-of-Module Assessments</p> <p>Interventions: Title 1</p> <p>Study Island</p> <p>Success Maker</p>
<p>3NF3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>	<p>I can describe the equivalent fractions.</p> <p>I can recognize simple equivalent fractions.</p> <p>I can compare fractions by their size to determine equivalence.</p> <p>I can use number lines, size, visual fraction models, etc. to find equivalent fractions.</p>	<p>Saxon Lessons: 46, 47, 48 On Core Mathematics Lesson: 64</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-5 Topic E Lessons 20-27 (Topic C Lessons 10-13)</p> <p>www.adaptedmind.com McGraw Hill Ch. 13 Study Island</p>	<p>Small Groups</p> <p>Teacher Made or found materials</p> <p>After School Programs.</p> <p>RTI</p>

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<p>3NF3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</p>	<p>I can recognize whole numbers written in fractional parts on a number line.</p> <p>I can recognize the difference in a whole number and a fraction.</p> <p>I can express whole numbers as fractions.</p> <p>I can explain how a fraction is equivalent to a whole number.</p>	<p>Saxon Lessons: 46, and 48. On Core Mathematics Lesson: 65</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-5 Topics D & E Lessons 14-27 (Topics B & C Lessons 5-13)</p> <p>www.adaptedmind.com McGraw Hill Chapter 13</p> <p>Study Island</p>	
<p>3NF3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model</p>	<p>I can explain what a numerator and denominator mean.</p> <p>I can recognize whether fractions refer to the same whole/</p> <p>I can decide if comparison of fractions can be made (if they refer to the same whole.</p> <p>I can explain why fractions are equivalent.</p> <p>I can compare two fractions with the same numerator by reasoning about their size.</p> <p>I can compare two fractions with the same denominator by reasoning about their size.</p> <p>I can record the results of comparisons using symbols $>$, $=$, or $<$.</p>	<p>Saxon Lessons: 43 and 46 On Core Mathematics Lesson: 66-70</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-5 Topics C, D, & F Lessons 10-19, 28-30</p> <p>www.adaptedmind.com Study Island McGraw Hill Chapter 13</p>	

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<i>March</i>	<i>Grade Level:3rd</i>	<i>Morrow County School District</i>	
<i>Content Standards</i>	<i>Objective(s)/Skill(s) SWBAT:</i>	<i>Available Resources</i>	<i>Assessment</i>
<p>Measurement and Data: Represent and interpret data [a/s]</p> <p>3MD4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>I can define horizontal axis.</p> <p>I can identify each plot on the line as data or a number of objects.</p> <p>I can determine appropriate unit of measurement.</p> <p>I can determine appropriate scale for line plot.</p> <p>I can measure and record lengths using rulers marked with halves and fourths on an inch.</p> <p>I can create a line plot where the horizontal scale is marked off in appropriate units, whole numbers, halves, or quarters.</p>	<p>(Saxon Lessons will be taught in sequential order independent of this pacing guide.) (EngageNY: Lessons primarily focused on teaching the standard are listed first. Lessons that reinforce the standard are in parentheses.)</p> <p>Choose two Problem Solving problems in <u>Geometry</u> for students to master independently during this month.</p> <p>Saxon Lessons: 34, 35, 37, and 52. On Core Mathematics Lesson: 85-86 McGraw Hill: Ch. 11</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-5 (Topic D Lessons 14-19)</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-6 Topic B Lessons 5-9</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-7 Topic D Lessons 18-22</p> <p>www.adaptedmind.com Study Island</p>	<p>Monthly Exam View Assessment (pre/post to bring data to PLC's) easyCBM Assessments.</p> <p>Saxon Math Assessments</p> <p>EngageNY Mid-Module and End-of-Module Assessments</p> <p>Interventions: Title 1</p> <p>Study Island</p> <p>Success Maker</p> <p>Small Groups</p> <p>Teacher Made or found materials</p> <p>After School Programs.</p> <p>RTI</p>

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<p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures [a/s]</p> <p>3MD8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	<p>I can define a polygon.</p> <p>I can define perimeter.</p> <p>I can find the perimeter when given the lengths of the sides.</p> <p>I can find the perimeter when there is an unknown side length.</p> <p>I can create rectangles with the same perimeter and different areas.</p> <p>I can create rectangles with the same area and different perimeters.</p>	<p>Saxon Lessons: 58 , 62, 62, 67, and 79. On Core Mathematics Lesson:92-96 McGraw Hill Chap 12</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-7 Topics C, D, & E Lessons 10-30</p> <p>www.adaptedmind.com Study Island</p>	
<p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects [m]</p> <p>3MD1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>	<p>I can recognize minute marks on analog clock face and minute position on digital Clock face.</p> <p>I can tell and write time to the nearest minute.</p> <p>I can compare an analog clock face with a number line.</p> <p>I can use a number line to add and subtract time.</p> <p>I can solve word problems related to adding and subtracting minutes.</p>	<p>Saxon Lessons: 3, 5, and 38. (These Lessons are used to teach standard 3 MD1.) On Core Mathematics Lesson: 71-78.</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-2 Topics A & C Lessons 1-5, 12-14 (Topics D & E Lessons 15-21)</p> <p>www.adaptedmind.com</p> <p>Study Island</p>	

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<p>Represent and interpret data [a/s]</p> <p>3MD3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square i the bar graph might represent 5 pets.</p>	<p>I can identify and explain the scale of a graph.</p> <p>I can interpret a bar/picture graph to determine “how many more” and “how many less”.</p> <p>I can analyze a graph with a scale greater than one.</p> <p>I can choose a proper scale for a bar graph or a picture graph.</p> <p>I can create a scaled picture graph to show data.</p> <p>I can create a scaled bar graph to show data.</p>	<p>Saxon Lessons: Investigations 1, 3 and 6.</p> <p>Take Test Strategies guide: pp. 35 and 36 of Saxon</p> <p>On Core Mathematics Lesson:79-84</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-6-Topic-A-Lessons-1-4</p> <p>www.adaptedmind.com Study Island</p>	
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<i>April</i>	<i>Grade Level:3rd</i>	<i>Morrow County School District</i>	
<i>Content Standards</i>	<i>Objective(s)/Skill(s) SWBAT:</i>	<i>Available Resources</i>	<i>Assessment</i>
<p>Measurement and Data: Geometric measurement: understand concepts of area and relate area to multiplication and to addition [m]</p> <p>3MD5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>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 area.</p>	<p>I can define “unit square”.</p> <p>I can define area.</p>	<p>(Saxon Lessons will be taught in sequential order independent of this pacing guide.) (EngageNY: Lessons primarily focused on teaching the standard are listed first. Lessons that reinforce the standard are in parentheses.)</p> <p>Choose one Problem Solving problem in <u>Measurement and Geometry</u> for students to master independently during this month.</p> <p>Saxon Lessons 53 and 62. On Core Mathematics Lesson: 87 McGraw-Hill Ch. 12</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-4 Topics A, B, & C Lessons 1-11 (Topic D Lessons 12-16)</p> <p>www.adaptedmind.com</p>	<p>Monthly Exam View Assessment (pre/post to bring data to PLC’s) easyCBM Assessments.</p> <p>Saxon Math Assessments</p> <p>EngageNY Mid-Module and End-of-Module Assessments</p> <p>Interventions: Title 1</p> <p>Study Island</p>
<p>3MD5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>	<p>I can find the area of a plane figure using unit squares.</p> <p>I can cover the area of a plane figure with unit squares without gaps or overlaps.</p>	<p>Saxon Lessons: 62-63 On Core Mathematics Lesson: 88</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-4 Topics A, B, & C Lessons 1-11 (Topic D Lessons 12-16)</p> <p>www.adaptedmind.com Study Island McGraw Hill Chap. 12</p>	<p>Success Maker</p> <p>Small Groups</p> <p>Teacher Made or found materials</p> <p>After School Programs.</p> <p>RTI</p>

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<p>3MD6. Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).</p>	<p>I can measure areas by counting unit squares.</p> <p>I can use unit squares of cm., m., in., ft., and other sizes of unit squares to measure area.</p>	<p>Saxon Lessons 53, 106 and 108. On Core Mathematics Lesson: 88</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-4 Topics B, C, & D Lessons 5-16 (Topic A Lessons 1-4)</p> <p>www.adaptedmind.com Study Island</p>	
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<p>3MD7. Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles while whole number side lengths in the context of solving real world and mathematical problems, and represent whole number products as rectangular areas in mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.</p> <p>c. Using tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of non-</p>	<p>I can find the area of a rectangle by tiling it in unit squares.</p> <p>I can find the side lengths of a rectangle in units</p> <p>I can compare the area found by tiling a rectangle to the area found by multiplying the side lengths.</p> <p>I can multiply side lengths to find area of rectangles.</p> <p>I can solve real world problems using area.</p> <p>I can use arrays to represent multiplication problems.</p> <p>I can use an array to multiply.</p> <p>I can find the area of a rectangle by modeling the distributive property using multiplication and addition.</p> <p>I can use tiling to find the area of rectangles using the distributive property.</p> <p>I can find areas of rectangles.</p> <p>I can add area of rectangles.</p>	<p>Saxon Lessons: 62, 63, and 64 On Core Mathematics Lesson: 89 McGraw Hill: Chapter 12</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-4 Topics B, C, & D Lessons 5-16</p> <p>Saxon Lessons: 62, 63, 64, and 79 On Core Mathematics Lesson: 90</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-4 Topics B, C, & D Lessons 5-16</p> <p>Saxon Lesson: 81 On Core Mathematics Lesson: 91</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-4 Topics C & D Lessons 9-16</p> <p>Saxon Lesson 62 On Core Mathematics Lesson: 91</p>	
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<p>overlapping parts applying this technique to solve real world problems</p>	<p>I can recognize the areas of each rectangle in a rectilinear line (straight line) figure can be added together to find the area of the figure.</p> <p>I can separate a polygon into rectangles to find the area of each rectangle to solve real world problems.</p> <p>I can separate polygons into non-overlapping rectangles.</p>	<p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-4 Topics B, C, & D Lessons 5-16</p> <p>Study Island www.adaptedmind.com</p>	
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<i>May</i>	<i>Grade Level:3rd</i>	<i>Morrow County School District</i>	
<i>Content Standards</i>	<i>Objective(s)/Skill(s) SWBAT:</i>	<i>Available Resources</i>	<i>Assessment</i>
<p>Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects [m]</p> <p>3MD2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.7</p>	<p>I can explain how to measure liquid volume in liters.</p> <p>I can explain how to measure mass in grams and kilograms</p> <p>I can add, subtract, multiply and divide units of liters, grams, and kilograms.</p> <p>I can use strategies to represent a word problem involving masses given in the same unit</p> <p>I can solve one step word problems involving liquid volume given in the same units (eg. by using cups, pints, quarts, and gallons.</p>	<p>(Saxon Lessons will be taught in sequential order independent of this pacing guide.) (EngageNY: Lessons primarily focused on teaching the standard are listed first. Lessons that reinforce the standard are in parentheses.) Choose two Problem Solving problems in <u>Measurement</u> for students to master independently during this month.</p> <p>Saxon Lessons: 72, 73, 77, 78, 80, 87, and 98. On Core Mathematics: Lessons 76, 77, and 77. McGraw Hill Chapter 3</p> <p>EngageNY: https://www.engageny.org/resource/grade-3-mathematics-module-2 Topics B & C Lessons 6-14 (Topics D & E Lessons 15-21)</p> <p>Study Island www.adaptedmind.com</p>	<p>Monthly Exam View Assessment (pre/post to bring data to PLC's)</p> <p>easyCBM Assessments.</p> <p>Saxon Math Assessments</p> <p>EngageNY Mid-Module and End-of-Module Assessments</p> <p>Interventions: Title 1</p> <p>Study Island</p> <p>Success Maker</p> <p>Small Groups</p> <p>Teacher Made or found materials</p> <p>After School Programs.</p> <p>RTI</p>

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