Mathematics
Grade 3- Year at a Glance
2019-2020

Q1		Q2		Q3		Q4		
Module 1 **Aug 19- Sept 12**	**Module 2** **Sept 16- Oct 10**	**Module 3** **Oct 21- Nov 18**	**Module 4** **Nov 19-Dec 18**	**Module 5** **Jan 6- Feb 19**	**Module 7** **Feb 20- Apr 7**	**Module 6** **Apr 8- Apr 16**	**TN READY APR 13-May 8**	**Module 7** **Apr 23- May 22**
Properties of Multiplication & Division and Solving Problems with Units 2-5 and 10	**Place Value and Problem Solving with Units of Measure**	**Multiplication and Division with Unit of 0,1,6,9 and Multiples of 10**	**Multiplication and Area**	**Fractions as numbers on the Number Line**	**Word Problems with Geometry and Measurement**	**Collecting and Displaying Data**		**Word Problems with Geometry and Measurement**
3.OA.A.1	3.NBT.A.1	3.OA.A.3	3.MD.C.5	3.NF.A.1	3.OA.D.8	3.MD.B.3		3.MD.B.4
3.OA.A.2	3.NBT.A.2	3.OA.A.4	3.MD.C.6	3.NF.A.2	3.MD.B.4	3.MD.B.4		3.MD.D.8
3.OA.A.3	3.MD.A.1	3.OA.B.5	3.MD.C.7	3.NF.A.3	3.MD.D.8			3.G.A.1
3.OA.A.4	3.MD.A.2	3.OA.C.7		3.G.A.2	3.G.A.1			
3.OA.B.5		3.OA.D.8						
3.OA.B.6		3.OA.D.9						
3.OA.C.7		3.NBT.A.3						
3.OA.D.8								Please see curriculum map for specific task and lessons

Key: **Major Content** | **Supporting Content**

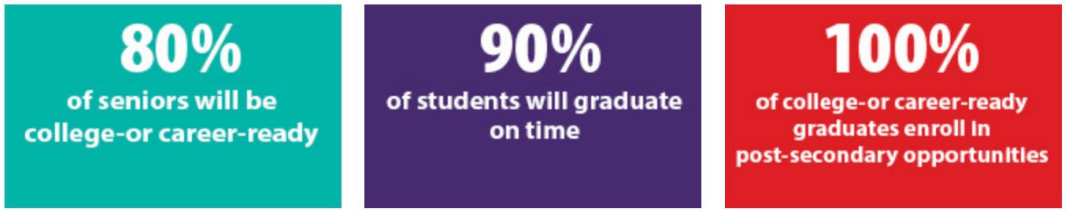
Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on the needs of their students. Use the instructional map and Digital Suite resources as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions
Pacing and Preparation Guide (Omissions)

■ Major Work ➢ Supporting Content

Introduction

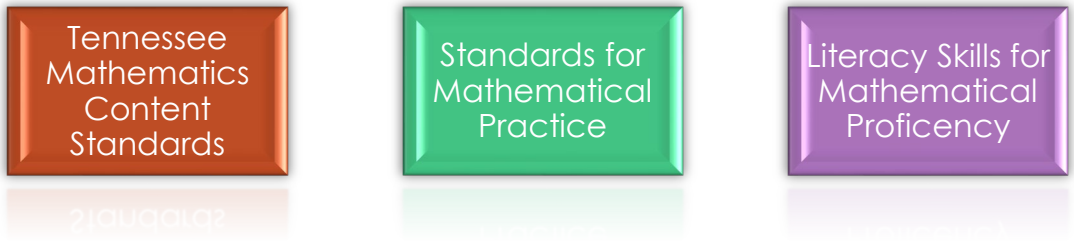
Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?



In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.



■Major Work ➢ Supporting Content

How to Use the Maps

Overview
An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards
TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content
This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support
District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency
The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar
As a support to teachers and leaders, an instructional calendar is provided ***as a guide***. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.

Quarter 4 Overview

Module 7: Geometry and Measurement Word Problems
Module 6: Collecting and Displaying Data

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Focus Grade Level Standard	Type of Rigor	Foundational Standards
3.MD.B.4	Procedural Skill and Fluency	Introductory Skill
3.MD.D.8	Procedural Skill and Fluency, Application	3.MD.C.5
3.OA.D.8	Conceptual Understanding, Application	2.OA.A.1, 3.OA.A.3
3.G.A.1	Conceptual Understanding	2.G.A.1
3.NF.A.1	Conceptual Understanding	2.G.A.3, 2.MD.A.2,
3.NF.A.2 a,b	Conceptual Understanding	2.MD.B.6
3.NF.A.3.a,b,c,d	Conceptual Understanding	3.NF.A.1, 3. NF.A.2
3.G.A.2	Conceptual Understanding	2.G.A.2, 2. MD.A.2
3.MD.B.3	Procedural Skill and Application	Introductory Skill
Indicates Power Standard (2017-2018)		
Instructional Focus Documents		

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 3**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 7: Geometry and Word Measurement Problems			
Domain: Measurement and Data **Cluster:** Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and are measures. **3.MD.D.8** 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	**Lesson 15:** *I can* solve word problems to determine perimeter with given side lengths. **(3.MD.D.8)** **Lesson 16:** *I can* use string to measure the perimeter of various circles to the nearest quarter inch. **(3.MD.D.8)** **Lesson 17:** *I can* use all four operations to solve problems involving perimeter and missing measurements. **(3.MD.D.8)** **Mid Module Assessment**	Eureka Parent Newsletter- Topic C **Pacing Considerations:** No pacing considerations at this time.	**Additional instructional resources for remediation/enrichment:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 30: Connect Area and Perimeter embarc.online-Module 7 Zearn Lessons- Mission 7 Lesson 10: Define Boundaries Lesson 12: Finding Perimeter Lesson 13: Sum Strategies Lesson 14: Side Lengths Lesson 15: Perimeter Project Lesson 17: Missing Measurements **Videos:** • Find the perimeter of a polygon with more than 4 sides • Find the missing perimeter by adding side lengths
Domain: Measurement and Data **Cluster: Represent and interpret data.** ■ **3.MD.B.4** 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	**Topic D: Recording Perimeter and Area Data on Line Plots** **Objectives/Learning Targets:** **Lesson 18:** *I can* construct rectangles from a given number of unit squares and determine the perimeters **(3.MD.D.8)** **Lesson 19:** *I can* use a line plot to record	Eureka Parent Newsletter- Topic D **Pacing Considerations:** Combine lessons 20 and 21. Omit Lesson 22 Suggestions for combining: **Fluency:** Sprint: Multiply and Divide	**Additional instructional resources for remediation/enrichment:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 26- Measure Length and Plot Data on Line Plots Zearn Lessons- Mission 7

■ Major Work ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
or quarters. **Domain:** Measurement and Data **Cluster:** Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and are measures. ■ **3.MD.D.8** 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.	the number of rectangles constructed from a given number of unit squares. **(3.MD.B.4)** **Lesson 20-21:** *I can* construct rectangles with a given perimeter using unit squares and determine their areas. **(3.MD.D.8)** **Lesson 22:** *I can* use a line plot to record the number of rectangles constructed in Lessons 20 and 21. **(3.MD.B.4)**	**Application Problem** Lesson 20 **Concept Development** Lesson 20: Strategy One. Include lesson 20 data sheet in the lesson. Lesson 21: Part 1 **Problem Set** Lesson 20: 31 a-d Lesson 21: #4 **Debrief/Exit Ticket** Exit ticket Lesson 20: Solve Part B using Lesson 21's Exit Ticket Exit Ticket 21	Lesson 18: Perimeter Quest Lesson 19: Rad Rectangles Lesson 22: Plot Perimeter **Videos:** Find the perimeter of a polygon with more than 4 sides **I-Ready Lessons:** • Measure Length and Plot Data on Line Plots • Understanding Perimeter **Task Bank:**

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 3**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Measurement and Data **Cluster:** Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and are measures. ■ **3.MD.D.8** 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.	**Topic E: Problem Solving with Perimeter and Area** **Objectives/Learning Targets:** **Lesson 23:** *I can* solve a variety of word problems with perimeter. **(3.MD.D.8)** End of Module Assessment	Eureka Parent Newsletter- Topic E Topic Quiz- Not available **Pacing Considerations:** Administer Module 7 End of module Assessment. Complete problems from Topics A-E	**Additional instructional resources for remediation/enrichment:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 30: Connect Area and Perimeter **Zearn Lessons- Mission 7** Lesson 23: Perimeter Puzzler Lesson 28: Outside and In Lesson 29: Rectangular Reasoning **Videos:** **Measuring objects using wholes, halves, and quarter inches** **I-Ready Lessons:** Connect Area and Perimeter **Task Bank:** No task available
Module 6: Collecting and Displaying Data			
Domain: Measurement and Data **Cluster:** Represent and interpret data ■ **3.MD.B.3** Draw a scaled pictograph 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 graphs.	**Topic A: Generate and Analyze Categorical Data** **Essential Questions** • How do you determine how much a symbol in a pictograph represents? • How can you choose a scale to make a bar graph? • How do you make a picture graph or a bar graph?	**Eureka Parent Newsletter- Topic A** **Optional Quiz-Topic A** **Pacing Considerations**: Begin Module 6 after Module 7 Lesson 23 to ensure assessed standards are taught before the spring assessment.	**Vocabulary:** Frequent, key, measurement data, scaled graphs Familiar Terms: Bar graph, data, fraction, line plot, picture graph, scale, survey **Additional instructional resources for remediation/enrichment:**

■Major Work ➢ Supporting Content

TN STATE STANDARDS	CONTENT		INSTRUCTIONAL SUPPORT & RESOURCES
	• How do you make and use a line plot? **Objectives/Learning Targets:** **Lesson 1:** *I can* generate and organize data. (**3.MD.B.3**) **Lesson 2:** *I can* rotate tape diagrams vertically. (**3.MD.B.3**) **Lesson 3:** *I can* create scaled bar graphs. (**3.MD.B.3**) **Lesson 4:** *I can* solve one and two-step problems involving graphs. (**3.MD.B.3**)		**Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 24: Solve Problems Using Scaled Graphs • Lesson 25: Draw Scaled Graphs **Zearn Lessons- Mission 6** Lesson1: Big Picture Lesson 2: One Represents Two Lesson 3: Bar Graphing Lesson 4: Don't Wing It, Graph It!. **Videos:** • Organize data by creating picture graphs and data tables **I-Ready Lessons:** • Picture Graphs and Bar Graphs • Interpreting Bar Graphs and Pictographs **Task Bank:** • **Classroom Supplies**

Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Measurement and Data **Cluster:** Represent and interpret data ■**3.MD.B.4** 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	**Topic B: Generate and Analyze Measurement Data** **Objectives/Learning Targets** **Lesson 5:** *I can* create a ruler with 1-inch, ½ inch, and ¼ inch intervals, and generate measurement data. **(3.MD.B.4)** **Lesson 6:** *I can* interpret measurement data from various line plots. **(3.MD.B.4)**	Eureka Parent Newsletter- Topic B **Optional Quiz- Topic B** **Pacing Considerations**: Return to Module 7 after Module 6 Lesson 6.	**Additional instructional resources for remediation/enrichment:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 26: Measure Length and Plot Data on Line Plots **Zearn Lessons-Mission 6** **Lesson 5: Measure and Plot Lesson 6: Plotting Discovery** **Videos:** **Construct and Interpret a Line Plot**
Module 7: Geometry and Word Measurement Problems			
Domain: Measurement and Data **Cluster:** Geometric Measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. ■ **3.MD.D.8** 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.	**Module 7: Topic E: Problem Solving with Perimeter and Area** **Objectives/Learning Targets:** **Lesson 24-27:** *I can* use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced. **(3.MD.D.8, 3.G.A.1)**	**Eureka Parent Newsletter- Topic E** **Pacing Considerations**: No pacing considerations at this time	**Additional instructional resources for remediation/enrichment:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 30: Connect Area and Perimeter **Zearn Lessons- Mission 7** Lesson 23 Perimeter Puzzler Lesson 28: Outside and In

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Geometry **Cluster: Reason about shapes and their attributes.** **3.G.A.1** Understand that shapes in different categories may share attributes and that shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares, as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.	**Lesson 28-29:** *I can* solve a variety of word problems involving area and perimeter using all four operations. **(3.MD.D.8)** **Lesson 30:** *I can* share and critique peer strategies for problem solving. **(3.MD.D.8)**		Lesson 29: Rectangular Reasoning **Videos:** • Sort quadrilaterals by their attributes **Task Bank:** Complete any missed tasks assigned from previously related standards.
	Topic F: Year in Review **Objectives/Learning Targets:** **Lesson 31-32:** *I can* explore and create unconventional representations of one-half. **Lesson 33:** *I can* solidify fluency with Grade 3 skills. **Lesson 34:** *I can* create resource booklets to support fluency with Grade 3 skills. **End of Module Assessment**	**Pacing Considerations**: No pacing considerations at this time	**Additional instructional resources for remediation/enrichment:** Remediation Guide Ready teacher-toolbox aligned lessons • Lesson 32: Classify Quadrilaterals

RESOURCE TOOLKIT The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. These resources were chosen as an accompaniment to modules taught within this quarter. Incorporated materials may assist educators with grouping, enrichment, remediation, and differentiation.		
Textbook Resources Great Minds' Eureka Math	**CCSS** Tennessee Math Standards Achieve the Core - Tasks	**Videos** NCTM Common Core Videos TN Tools – Edutoolbox Grade 3- LearnZillion CCSS Video Series
	Interactive Manipulatives Multiplying by Repeated Addition Related Repeated Addition to Multiplication Multiplication Games Multiplication Fluency	**Additional Sites** http://www.k-5mathteachingresources.com/3rd-grade-number-activities.html https://www.illustrativemathematics.org/content-standards/3 http://www.edutoolbox.org/tntools/list/grade/819/955/3#960
Other Parent Roadmap: Supporting Your Child in Grade Three Mathematics Illustrated Mathematics Dictionary for Kids *Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions. Pacing and Preparation Guide (Omissions)		

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 3**

March 2020						
Module	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
	2	**3**	**4**	**5**	**6**	**Flex Day Options Include:** ***Standard***- Suggested standard(s) to review for the day (*-denotes a Power Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace. ***Other***- This includes assessments, review, re-teaching, etc. Optional Quizzes Topic C
	9	**10**	**11**	**12**	**13** *End of Quarter 3*	
	16	**17**	**18**	**19**	**20**	
	Spring Break					
Module 7	**23** *Quarter 4 begins* **Topic C** **Lesson 15**	**24** **Topic C** **Lesson 16**	**25** **Topic C** **Lesson 17**	**26** **Mid Module Assessment**	**27** **Flex Options** **3.MD.D.8** **Pacing** **Other**	
Module 7	**30** **Topic D** **Lesson 18**	**31** **Topic D** **Lesson 19**	1	2	3	

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Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 3**

April 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 7			**1** Topic D Combine Lessons 20 and 21	**2** Topic D Lesson 22	**3** Flex Options 3.MD.D.8 Pacing Other	**Flex Day Options Include:** ***Standard-*** Suggested standard(s) to review for the day (*-denotes a Power Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace. ***Other***- This includes assessments, review, re-teaching, etc.
Module 7 Module 6	**6** Topic E Lesson 23	**7** End of Module Assessment	**8** Module 6 Topic A Lesson 1	**9** Topic A Lesson 2	**10** *Spring Holiday/Good Friday (Out)*	
	13 Topic A	**14** Topic A	**15** Topic B	**16** Topic B	**17** Flex Options	Optional Quizzes- Module 6 Topic A Topic B
	Flex – TN Ready Testing (Dates not Confirmed)					
	20	**21**	**22**	**23**	**24**	
	Flex – TN Ready Testing (Dates not Confirmed)					
Module 7	**27** Topic E Lesson 24	**28** Topic E Lesson 25	**29** Topic E Lesson 26	**30** Topic E Lesson 27	1	

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Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 3**

May 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
					1 Flex Day Options 3.MD.B.4 Pacing Other	**Flex Day Options Include:** ***Standard***- Suggested standard(s) to review for the day (*-denotes a Power Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace. ***Other***- This includes assessments, review, re-teaching, etc.
Module 7	**4** Topic E Lesson 29	**5** Topic E Lesson 30	**6** Topic F Lesson 31	**7** Topic F Lesson 32	**8** Flex Options 3.MD.D.8 Pacing Other	
Module 7	**11** Topic F Lesson 33	**12** Topic F Lesson 34	**13** End of Module Assessment	**14** Flex Options	**15** Flex Options	
	18 Flex Options	**19** Flex Options	**20** Flex Options	**21** Flex Options	**22** *1/2 day students* *End of Quarter 4*	
	25 *Memorial Day*	**26** **PD FLEX DAY**	**27**	**28**	**29**	

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