



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3



Mathematics Grade 3 – Year at a Glance 2018 - 2019



Q1		Q2		Q3		Q4	
Module 1 Aug. 6 – Sept. 7	Module 2 Sept. 11 - Oct. 5	Module 3 Oct. 16 – Nov. 16	Module 4 Nov. 26-Dec.19	Module 5 Jan. 7 – Feb. 20	Module 7 Feb. 22-Apr. 3	Module 6 Apr. 4 – Apr. 18	Additional Tasks and Lessons Apr. 22 - May23
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 Units 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 <i>Note the change in sequence of Module 6 and 7</i>	Collecting and Displaying Data	Please see curriculum maps for specific tasks and lessons
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	TN Ready Testing Window Please see curriculum maps for guidance.
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.OA.A.3	3.MD.A.1	3.OA.B.5	3.MD.C.7	3.NF.A.3	3.MD.D.8		
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							

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 the following guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

[Pacing and Preparation Guide \(Omissions\)](#)

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**.

Instructional Shifts for Mathematics



The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) "processes and proficiencies" with



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
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.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. 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.

- Tennessee Mathematics Content Standards
- Standards for Mathematical Practice
- Literacy Skills for Mathematical Proficiency



Structure of the Standards

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.
- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.
- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.
- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.



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 student's adjustment to the calendar may be required.



Grade 3 Quarter 3 Overview

Module 5: Fractions as Numbers on the Number line

Module 7: Geometry and Measurement Word Problems

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.G.A.2	Conceptual Understanding, Procedural Fluency	3.NF.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.1	Conceptual, Procedural Skill and Fluency	2.G.A.1
3.OA.D.8	Conceptual Understanding	2.OA.C.4



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Module 5: Fractions as Numbers on the Number line			
<p>Domain: Geometry Cluster: Reason with shapes and their attributes</p> <p>3.G.A.2 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>Topic A: Partitioning a Whole into Equal Parts</p> <p>Essential Questions</p> <ol style="list-style-type: none"> How can you divide a region into equal parts? How can you show and name part of a region? How can a fraction name a part of a group? How do you estimate parts? How can different fractions name the same part of a whole? How can you write fractions in simplest form? How can you compare fractions? How can you locate and compare fractions and mixed numbers on a number line? How can you add fractions? How can you subtract fractions? Why express quantities, measurements, and number relationships in different ways? <p>Objectives/Learning Targets: Lesson 1: I can specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models. (3.G.A.2, 3.NF.A.1)</p>	<p>Eureka Parent Newsletter- Topic A Optional Quiz: Topic A</p> <p>Pacing Considerations: Omit Lesson 4</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson 33 - Divide Shapes Into Parts with Equal Areas <p>Zearn Lessons Mission 5 Lesson 1 – Fraction Folds Lesson 2 – Slice and Share Lesson 3 – Down the Unit Lesson 4 – Whole to Parts</p> <p>embarc.online- Module 5</p> <p>Videos:</p> <ul style="list-style-type: none"> Partition a rectangle into rows and columns Find the number of same-size squares in a rectangle Understand fractions as fair shares Represent fractions in different ways 	<p>Vocabulary: copies, equivalent fractions, fraction form, fractional unit, non-unit fraction, unit form, unit fraction, unit interval</p> <p>Familiar Terms: Array, equal parts, equal shares, half of, one third of, one fourth of, halves, thirds, fourths, sixths, eighths, number line, partition, whole</p> <p>Fluency Practice:</p> <p>Lesson 1 Skip Counting by 4 Multiplication by 4 and 8</p> <p>Lesson 2 Skip counting by 3 and 6 Multiplication by 3 and 6</p> <p>Lesson 3 Sprint: Multiply by 6 Group Counting</p> <p>Lesson 4 Sprint: Dividing by 6 Skip Counting</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	<p>Lesson 2: <i>I can</i> specify and partition a whole into equal parts, identifying and counting unit fractions by folding fraction strips. (3.G.A.2, 3.NF.A.1)</p> <p>Lesson 3: <i>I can</i> specify and partition a whole into equal parts, identifying and counting unit fractions by drawing pictorial area models. (3.G.A.2, 3.NF.A.1)</p> <p>Lesson 4: <i>I can</i> represent and identify fractional parts of different wholes. (3.G.A.2, 3.NF.A.1)</p>	<ul style="list-style-type: none"> Recognize fractions: breaking shapes into equal parts Partition a shape into equal shares <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Divide Shapes into Parts with Equal Areas <p>Task Bank: Representing Half of a Circle Halves, thirds, and sixths</p>	
<p>Domain: Number and Operations – Fractions Cluster: Develop an understanding of fractions as numbers</p> <p>■ 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>	<p>Topic B: Unit Fractions and Their Relation to the Whole</p> <p>Objectives/Learning Targets:</p> <p>Lesson 5: I can partition a whole into equal parts and define the equal parts to identify the unit fraction numerically. (3. NF.A.1, 3.G.A.2)</p> <p>Lesson 6: I can build non-unit fractions less than one whole from unit fractions. (3. NF.A.1, 3.G.A.2)</p> <p>Lesson 7: I can identify and represent shaded and non-shaded parts of one whole as fractions. (3. NF.A.1, 3. NF.A.3c)</p> <p>Lesson 8: I can represent parts of one whole as fractions with number bonds. (3.NF.A.1)</p>	<p>Eureka Parent Newsletter- Topic B Optional Quiz: Topic B</p> <p>Pacing Considerations No pacing considerations at this time.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson 14 - Understand What a Fraction Is <p>Zearn Lessons –Mission 5</p> <p>Lesson 5 – You Know: Unit! Lesson 6 – Copy That</p>	<p>Fluency Practice:</p> <p>Lesson 5 Count by 8 Write the Fractional Unit Partition Shapes</p> <p>Lesson 6 Sprint: Multiplication by 7 Write the Unit Fraction Find the Whole</p> <p>Lesson 7 Count by 9 Sprint: Divide by 7 Skip-Count by Halves on the Clock</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	<p>Lesson 9: I can build and write fractions greater than one whole using unit fractions. (3.NF.A.1)</p>	<p>Lesson 7 – In the Shade Lesson 8 – Fraction Bonding Lesson 9 – One, and Then Some</p> <p>embarc.online- Module 5</p> <p>Videos:</p> <ul style="list-style-type: none"> • Write unit fractions: using shapes • Represent fractions in different ways <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Divide Shapes into Parts with Equal Areas <p>Task Bank: Naming the Whole for a Fraction Halves, thirds, and sixths</p>	<p>Lesson 8 Unit and Non-Unit Fractions of 1 Sprint: Identify Fractions</p> <p>Lesson 9 Sprint: Multiply by 8 Find the Missing Part Skip-Count by Halves on the Clock</p>
<p>Domain: Number and Operations – Fractions Cluster: Develop an understanding of fractions as numbers</p> <p>■ 3.NF.A.3.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 $\frac{1}{b}$.</p>	<p>Topic C: Comparing Unit Fractions and Specifying the Whole</p> <p>Objectives/Learning Targets:</p> <p>Lesson 10: <i>I can</i> compare unit fractions by reasoning about their size using fraction strips. (3.NF.A.3d, 3.NF.A.3a-c)</p> <p>Lesson 11: <i>I can</i> compare unit fractions with different-sized models representing the whole. (3.NF.A.3d, 3.NF.A.3a-c)</p> <p>Lesson 12: <i>I can</i> specify the corresponding whole when presented with one equal part. (3.NF.A.3d, 3.NF.A.1)</p>	<p>Eureka Parent Newsletter- Topic C Optional Quiz- Topic C</p> <p>Pacing Considerations Combine Lesson 11 and 12</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> • Lesson18 - Understand Comparing Fractions 	<p>Fluency Practice:</p> <p>Lesson 10 Sprint: Divide by 8 Skip Counting by Fourths on the Clock Greater or Less than 1 Whole</p> <p>Lesson 11 Skip Count by Fourths on the Clock Greater or Less than 1 whole Write fractions greater than 1 Whole</p> <p>Lesson 12 Sprint: multiply by 9 Unit and Non-Unit Fractions of 1 Whole More Units than One Whole</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	<p>Lesson 13: <i>I can</i> identify a shaded fractional part in different ways depending on the designation of the whole. (3.NF.A.3d, 3.G.A.2)</p> <p style="text-align: center;">Mid Module Assessment</p>	<p>Zearn Lessons- Mission 5</p> <p>Lesson 10 – Share and Compare Lesson 11 – One to watch Lesson 12 – You Complete me Lesson 13 – A Whole New Whole</p> <p>embarc.online- Module 5</p> <p>Videos: Compare unit fractions</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Understand Comparing Fractions <p>Task Bank: Comparing Fractions with a Different Whole Comparing Fractions Game</p>	<p>Lesson 13 Skip Count by Fourths on a Clock Unit Fraction Counting Division Draw a Unit Whole</p>
<p>Domain: Number and Operations – Fractions Cluster: Develop an understanding of fractions as numbers</p> <p>■ 3.NF.A.2 Represent a fraction $1/b$ on a number line diagram</p> <p>■ 3.NF.A.2.a Represent a fraction $1/b$ 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 a size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>■ 3.NF.A.2b Represent a fraction a/b</p>	<p>Topic D: Fractions on a Number Line</p> <p>Objectives/Learning Targets:</p> <p>Lesson 14: <i>I can</i> place fractions on a number line with endpoints 0 and 1. (3,NF.A.2ab)</p> <p>Lesson 15: <i>I can</i> place any fraction on a number line with endpoints 0 and 1. (3,NF.A.2ab)</p> <p>Lesson 16: <i>I can</i> place whole number fractions and fractions between whole numbers on the number line. (3,NF.A.2ab)</p>	<p>Eureka Parent Newsletter- Topic D Optional Quiz: Topic D</p> <p>Pacing Considerations: Omit Lesson 19</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson15 - Understand Fractions on a Number Line 	<p>Fluency Practice:</p> <p>Lesson 14 Division, Unit Fractions Counting ,Unit Fractions in 1 Whole</p> <p>Lesson 15 Unit Fractions Counting Division Place Unit Fractions on a Number Line between 0 and 1</p> <p>Lesson 16 Sprint: Dividing by 9 Counting by Unit Fractions, Place Fractions on a Number Line Between 0 and 1</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p>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>Lesson 17: <i>I can</i> practice placing various fractions on the number line. (3,NF.A.2ab)</p> <p>Lesson 18: <i>I can</i> compare fractions and whole numbers on the number line by reasoning about their distance from 0. (3,NF.A.3cd)</p> <p>Lesson 19: <i>I can</i> understand distance and position on the number line as strategies for comparing fractions. (3,NF.A.3cd)</p>	<p>Zearn Lessons – Mission 5</p> <p>Lesson 14 – Line it Up Lesson 15 – Partition to Place Lesson 16 – More than a Whole Lesson 17 – Fraction Excursion Lesson 18 – To the Left, To the Right Lesson 19 – On Line Comparison</p> <p>embarc.online- Module 5</p> <p>Videos:</p> <ul style="list-style-type: none"> Plot a unit fraction on a number line Identify a fraction as a point on a number line by dividing the number line into equal parts Place fractions on a number line <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Understand Fractions on a Number Line <p>Task Bank: Locating Fractions Less than One on the Number Line</p> <p>Find 2/3</p>	<p>Lesson 17 Sprint: Division sprint, Place Whole Number and Unit Fractions on a Number line Compare Unit Fractions</p> <p>Lesson 18 Draw Number Bonds of 1 Whole, Place Fractions on a Number Line</p> <p>Lesson 19 Sprint: Express Fractions as Whole Numbers Place Fractions on Number Line</p>
<p>Domain: Number and Operations – Fractions Cluster: Develop an understanding of fractions as numbers</p> <p>■ 3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>■ 3.NF.A.3.a Understand two fractions as</p>	<p>Topic E: Equivalent Fractions</p> <p>Objectives/Learning Targets:</p> <p>Lesson 20: <i>I can</i> recognize and show that equivalent fractions have the same size, though not necessarily the same shape.</p>	<p>Eureka Parent Newsletter- Topic E Optional Quiz: Topic E</p> <p>Pacing Considerations: Omit Lesson 25</p> <p>Additional instructional resources for enrichment/remediation:</p>	<p>Fluency Practice:</p> <p>Lesson 20 Multiply by 7</p> <p>Lesson 21 Whole Number Division 1 Whole Expressed as Unit Fractions</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p>equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>■ 3.NF.A.3.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>■ 3.NF.A.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>	<p>(3.NF.A.3a-c)</p> <p>Lesson 21: <i>I can</i> recognize and show that equivalent fractions refer to the same point on the number line. (3.NF.A.3a-c)</p> <p>Lesson 22 - 23: <i>I can</i> generate simple equivalent fractions by using visual fraction models and the number line. (3.NF.A.3a-c)</p> <p>Lesson 24: <i>I can</i> express whole numbers as fractions and recognize equivalence with different units. (3.NF.A.3a-c)</p> <p>Lesson 25: <i>I can</i> express whole number fractions on the number line when the unit interval is 1. (3.NF.A.3a-c)</p> <p>Lesson 26: <i>I can</i> decompose whole number fractions greater than 1 using whole number equivalence, with various models. (3.NF.A.3a-c)</p> <p>Lesson 27: <i>I can</i> explain equivalence by manipulating units and reasoning about their size. (3.NF.A.3a-c)</p>	<p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson16 - Understand Equivalent Fractions Lesson17 - Find Equivalent Fractions <p>Zearn Lessons- Mission 5</p> <p>Lesson 20 – Same Size Lesson 21 – Same Point Lesson 22 – Equally Same Lesson 23 – Same Spot Lesson 24 – Zero to One Lesson 25 – Wonderful Ones Lesson 26 – See the Whole Lesson 27 – Even Stevens</p> <p>embarc.online- Module 5</p> <p>Videos:</p> <ul style="list-style-type: none"> Identify equivalent fractions using fraction models Identify equivalent fractions using a number line Identify equivalent fractions using fraction strips <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Find Equivalent Fractions 	<p>Lesson 22 Whole Number Division, Counting by Fractions Equal to Whole numbers on the Number Line</p> <p>Lesson 23 Sprint: Add by 6 Find the Equivalent Fraction</p> <p>Lesson 24 Sprint: Add by 7 Write Equal Fractions</p> <p>Lesson 25 Sprint: Subtract by 6, Express Whole Numbers as Different Fractions</p> <p>Lesson 26 Sprint: Add by 8 Write Equal Fractions</p> <p>Lesson 27 Sprint: Subtract by 7 Recognize the Fraction</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p>Domain: Number and Operations – Fractions Cluster: Develop an understanding of fractions as numbers</p> <p>■ 3.NF.A.3.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 $1/b$.</p>	<p>Topic F: Comparison, Order, and Size of Fractions</p> <p>Objectives/Learning Targets: Lesson 28: <i>I can</i> compare fractions with the same numerator pictorially. (3.NF.A.3d) Lesson 29: <i>I can</i> compare fractions with the same numerator using $<$, $>$, or $=$, and use a model to reason about their size. (3.NF.A.3d)</p> <p style="color: red; text-align: center;">End of Module Assessment</p>	<p>Task Bank: Jon and Charlie's Run</p> <p>Eureka Parent Newsletter- Topic F Optional Quiz- Topic F</p> <p>Pacing Considerations: No pacing considerations at this time.</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson19 - Use Symbols to Compare Fractions <p>Zearn Lessons- Mission 5 Lesson 28 – Same Over Different Lesson 29 – Size ‘Em Up</p> <p>embarc.online- Module 5</p> <p>Videos: Compare unit fractions</p> <p>I-Ready Lessons: Understand Comparing Fractions</p> <p>Task Bank: Fraction Comparisons With Pictures, Assessment Variation</p>	<p>Fluency Practice:</p> <p>Lesson 28 Sprint: Subtract by 8 Recognize Equal Fractions</p> <p>Lesson 29 Sprint: Multiply by 8 Compare Fractions with the Same Numerator</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Module 7: Geometry and Measurement Word Problems			
<p>Domain: Operations and Algebraic Thinking</p> <p>Cluster: Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>■ 3.OA.D.8 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.</p>	<p>Topic A: Solving Word Problems</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What is a solid figure? • How can you describe parts of solid figures? • What is a polygon? • How can you describe triangles? • What are some special names for quadrilaterals? • How do you find perimeter? • How do you find the perimeter of common shapes? • How do you find the perimeter of shapes? • What shapes can you make when you know the perimeter? <p>Objectives/Learning Targets</p> <p>Topic A</p> <p>Lesson 1-2: <i>I can</i> solve word problems in varied contexts using a letter to represent the unknown. (3.OA.D.8)</p> <p>Lesson 3: <i>I can</i> share and critique peer solution strategies to varied word problems. (3.OA.D.8)</p>	<p>Eureka Parent Newsletter- Topic A</p> <p>Pacing Considerations: No pacing considerations at this time.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson12 - Model Two-Step Word Problems Using the Four Operations • Lesson13 - Solve Two-Step Word Problems Using the Four Operations <p>Zearn Lessons-Mission 7 Lesson 2: Know Your Unknowns</p> <p>embarc.online- Module 7</p> <p>Videos:</p> <p>Solving two-step word problems using a model</p> <p>I-Ready Lessons: Solve Two Step Word Problems Using the Four Operations</p> <p>Task Bank: The Class Trip The Stamp Collection</p>	<p>Vocabulary</p> <p>Attribute, diagonal, perimeter, property, regular polygon, tessellate, tessellate, tetrominoes</p> <p>Familiar terms and symbols: Area, compose, decompose, heptagon, hexagon, octagon, parallel lines, parallelogram, pentagon, polygon, quadrilaterals, rectangle, rhombus, right angle, square, tangram, trapezoid, triangle</p> <p>Fluency Practice:</p> <p>Lesson 1 Name the Shape Multiply by 3 Equivalent Counting with Units of 2</p> <p>Lesson 2 Name the Shape Multiply by 3 Equivalent Counting with Units of 4</p> <p>Lesson 3 Name the Shape Multiply by 4</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
<p>Domain: Geometry Cluster: Reason about shapes and their attributes.</p> <p>■ 3.G.A.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>Topic B: Attributes of Two-Dimensional Figures</p> <p>Objectives/Learning Targets: Lesson 4: <i>I can</i> compare and classify quadrilaterals. (3.G.A.1) Lesson 5: I can compare and classify other polygons. (3.G.A.1) Lesson 6: I can draw polygons with specified attributes to solve problems. (3.G.A.1) Lesson 7: I can reason about composing and decomposing polygons using tetrominoes. (3.G.A.1) Lesson 8: I can create a tangram puzzle and observe relationships among the shapes. (3.G.A.1) Lesson 9: I can reason about composing and decomposing polygons using tangrams. (3.G.A.1)</p>	<p>Eureka Parent Newsletter-Topic B</p> <p>Pacing Considerations: Combine lessons 8 and 9. Omit Lesson 10.</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <p>Zearn Lessons-Mission 7 Lesson 4: Quadrilateral Corner Lesson 5: Perplexing Polygons Lesson 6: Polygon Pictures Lesson 7: Area Returns Lesson 8: The Tangram Jam</p> <p>embarc.online- Module 7</p> <p>Videos:</p> <ul style="list-style-type: none"> Sort quadrilaterals by their attributes Recognize shape attributes <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Classifying Polygons <p>Task Bank: No tasks available</p>	<p>Fluency Practice:</p> <p>Lesson 4 Repeated Addition as Multiply by 4 Equivalent Counting with Units of 5</p> <p>Lesson 5 Multiply by 5 Equivalent Counting with Units of 6 Classify the Polygon</p> <p>Lesson 6 Equivalent Counting with Units of 7 Classify the Shape Physiometry</p> <p>Lesson 7 Multiply by 5 Classify the Shape Physiometry</p> <p>Lesson 8 Multiply by 6 Equivalent Counting with Units of 8 Shade Rectangles of Equal Area</p> <p>Lesson 9 Multiply by 6 Equivalent Counting with Units of 9</p>
<p>Domain: Measurement and Data Cluster: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	<p>Topic C: Problem Solving with Perimeter</p> <p>Objectives/Learning Targets Lesson 10: <i>I can</i> decompose quadrilaterals to</p>	<p>Eureka Parent Newsletter- Topic C</p> <p>Pacing Considerations: Omit Lesson 10</p>	<p>Fluency Practice:</p> <p>Lesson 10 Multiply by 7 Equivalent Counting with Units of 2</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
<p>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</p>	<p>understand perimeter as the boundary of a shape. (3.MD.D.8)</p> <p>Lesson 11: <i>I can</i> tessellate to understand perimeter as the boundary of a shape. (3.MD.D.8)</p> <p>Lesson 12: <i>I can</i> measure side lengths in whole number units to determine the perimeter of polygons. (3.MD.D.8)</p> <p>Lesson 13: <i>I can</i> explore perimeter as an attribute of plane figures and solve problems. (3.MD.D.8)</p>	<p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons</p> <ul style="list-style-type: none"> Lesson 30: Connect Area and Perimeter <p>Zearn Lessons-Mission 7</p> <p>Lesson 10: Define Boundaries Lesson 12 <i>Finding Perimeter</i> Lesson 13 <i>Sum Strategies</i></p> <p>Videos:</p> <ul style="list-style-type: none"> Find perimeter with missing side lengths Find the Perimeter of a Polygon with more than 4 sides. <p>I-Ready Lessons:</p> <p>Task Bank: No tasks available</p>	<p>Lesson 11 No Fluency Activities</p> <p>Lesson 12 Multiply by 7 Equivalent Counting with Units of 3 Area and Perimeter</p> <p>Lesson 13 Multiply by 8 Equivalent Counting with Units of 4 Find the Perimeter</p>



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

RESOURCE TOOLBOX

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.

NWEA MAP Resources: https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum)
<https://support.nwea.org/khanrit> - These Khan Academy lessons are aligned to RIT scores.

<p>Textbook Resources Great Minds' Eureka Math</p>	<p>CCSS Tennessee Math Standards Achieve the Core - Tasks</p>	<p>Videos NCTM Common Core Videos TN Tools – Edutoolbox Grade 3- LearnZillion CCSS Video Series</p>
	<p>Interactive Manipulatives Multiplying by Repeated Addition Related Repeated Addition to Multiplication Multiplication Games Multiplication Fluency</p>	<p>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</p>

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 3

Grade: 3

January 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
		1	2	3	4	Optional Quizzes: Module 5 Topic A Topic B Topic C (Quizzes should not take more than 15 minutes to administer) Omit Lesson 4 Combine Lesson 11 and 12 Note: <i>Flex days</i> are included in the instructional calendar to allow opportunities for review, district testing, tasks and other school-based activities. (See curriculum map for Task Bank)
Winter Break		Professional				
Module 5 Topic A: Lessons 1-4 (Omit Lesson 4) Topic B: Lessons 5-6	7 <i>Begin 3rd Nine Weeks</i>	8	9	10	11	
Module 5 Topic B: Lessons 8-9 Topic C: Lessons 10-12 (Combine Lesson 11/12)	14	15	16	17	18	
Module 5 Topic C: Lesson 13 1-day Review Mid Module Assessment Flex (Task) Day	21 <i>Martin Luther King Jr. Day (Out)</i>	22	23	24 M5: Mid Module Assessment Complete	25	
Module 5 Topic D: Lessons 14-18	28	29	30	31	1	



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

February 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5 Topic D: Lessons 14-18 (Omit Lesson 19)					1	Omit Lesson 19 Optional Quizzes: Module 4 Topic D Topic E Topic F (Quizzes should not take more than 15 minutes to administer) Omit Lesson 25
Module 5 Topic E: Lessons 20-24 (Omit Lesson 25)	4	5	6	7 <i>Parent Conferences</i>	8	
Module 5 Topic E: Lessons 26-27 Topic F: Lessons 28-30	11	12	13	14	15	
Module 5 1-day Review End of Module Assessment Module 7 Topic A: Lesson 1	18 <i>President's Day (In)</i>	19 M5: End of Module Assessment Complete	20	21	22	
Module 7 Topic A: Lessons 2-3 Topic B: Lessons 4-6	25	26	27	28	1	
						Optional Quizzes: Module 7 Quizzes not available at this time



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 3

March 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 7 Topic A: Lessons 2-3 Topic B: Lessons 4-6					1	Optional Quizzes: Module 7 Quizzes not available at this time
Module 7 Topic B: Lessons 7-9 (Combine Lesson 8/9) Topic C: Lesson 11-13 (Omit Lesson 10)	4	5	6	7	8	Combine lessons 8/9 Omit Lesson 10
	11	12	13	14	15	
Spring Break						
Module 7 Topic C: 14-17 1-day Review	18 <i>Begin 4th Nine Weeks</i>	19	20	21	22	
Module 7 Mid Module Assessment Topic D Lesson 18-21 (Omit Lesson 22)	25 M7: Mid Module Assessment Complete	26	27	28	29	Omit Lesson 22