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.B.6		3.G.A.2	3.G.A.1			
3.OA.B.5		3.OA.C.7						
3.OA.B.6		3.OA.D.8						
3.OA.C.7		3.OA.D.9						Please see curriculum map for specific task and lessons
3.OA.D.8		3.NBT.A.3						

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 Standards

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 Standards

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.

■Major Work ➢ Supporting Standards

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, 2MD.A.1, 2.G.A.3
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, 2.MD.B.6
3.G.A.1	Conceptual, Procedural Skill and Fluency	2.G.A.1,1.G.A.1
3.OA.D.8	Conceptual Understanding	2.OA.A.1, 2.OA.C.4, 3.OA.A.3, 1.NBT.C.6, 3.OA.A.2, 1.NBT.C.4, 1.NBT.C.5, 1.OA.A.1
3.MD.D.8	Procedural Skill and Fluency, Application	3.MD.C.5, 1.G.A.2, 2.MD.A.1
Indicates Power Standard (2017-2018)		
Instructional Focus Documents- Grade 3		

■Major Work ➢ Supporting Standards

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 5: Fractions as Numbers on the Number line			
Domain: Geometry **Cluster:** Reason with shapes and their attributes **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 ¼ of the area of the shape.	**Topic A: Partitioning a Whole into Equal Parts** **Essential Questions** 1. How can you divide a region into equal parts? 2. How can you show and name part of a region? 3. How can a fraction name a part of a group? 4. How do you estimate parts? 5. How can different fractions name the same part of a whole? 6. How can you write fractions in simplest form? 7. How can you compare fractions? 8. How can you locate and compare fractions and mixed numbers on a number line? 9. How can you add fractions? 10. How can you subtract fractions? 11. Why express quantities, measurements, and number relationships in different ways? **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)** **Lesson 2:** *I can* specify and partition a whole	Eureka Parent Newsletter- Topic A Optional Quiz: Topic A **Pacing Considerations:** Omit Lesson 4	**Vocabulary:** copies, equivalent fractions, fraction form, fractional unit, non-unit fraction, unit form, unit fraction, unit interval **Familiar Terms:** Array, equal parts, equal shares, half of, one third of, one fourth of, halves, thirds, fourths, sixths, eighths, number line, partition, whole **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons • Lesson 33 - Divide Shapes Into Parts with Equal Areas Zearn Lessons **Mission 5** Lesson 1 – Fraction Folds Lesson 2 – Slice and Share Lesson 3 – Down the Unit Lesson 4 – Whole to Parts embarc.online- Module 5 **Videos:** • Partition a rectangle into rows and

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	into equal parts, identifying and counting unit fractions by folding fraction strips. **(3.G.A.2)** **Lesson 3:** *I can* specify and partition a whole into equal parts, identifying and counting unit fractions by drawing pictorial area models. **(3.G.A.2)** **Lesson 4**: *I can* represent and identify fractional parts of different wholes. **(3.G.A.2)** (can be omitted)		columns • Find the number of same-size squares in a rectangle • Understand fractions as fair shares • Represent fractions in different ways • Recognize fractions: breaking shapes into equal parts • Partition a shape into equal shares **I-Ready Lessons:** • Divide Shapes into Parts with Equal Areas **Task Bank:** Representing Half of a Circle Halves, thirds, and sixths
Domain: Number and Operations – Fractions **Cluster:** Develop an understanding of fractions as numbers ■ **3.NF.A.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is portioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	**Topic B: Unit Fractions and Their Relation to the Whole** **Objectives/Learning Targets:** **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)** **Lesson 6:** I can build non-unit fractions less than one whole from unit fractions. (**3. NF.A.1)** **Lesson 7:** I can identify and represent shaded and non-shaded parts of one whole as fractions. (**3. NF.A.1)** **Lesson 8:** I can represent parts of one whole as fractions with number bonds. (**3.NF.A.1)**	Eureka Parent Newsletter- Topic B **Optional Quiz: Topic B** **Pacing Considerations** No pacing considerations at this time.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons** • Lesson 14 - Understand What a Fraction Is **Zearn Lessons –Mission 5** Lesson 5 – You Know: Unit! Lesson 6 – Copy That Lesson 7 – In the Shade Lesson 8 – Fraction Bonding Lesson 9 – One, and Then Some **Videos:**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	Lesson 9: I can build and write fractions greater than one whole using unit fractions. (**3.NF.A.1**)		• Write unit fractions: using shapes • Represent fractions in different ways **I-Ready Lessons:** • Divide Shapes into Parts with Equal Areas **Task Bank:** Naming the Whole for a Fraction Halves, thirds, and sixths
Domain: Number and Operations – Fractions **Cluster:** Develop an understanding of fractions as numbers ■ **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*.	**Topic C: Comparing Unit Fractions and Specifying the Whole** **Objectives/Learning Targets:** **Lesson 10:** *I can* compare unit fractions by reasoning about their size using fraction strips. (**3.NF.A.3d**) **Lesson 11:** *I can* compare unit fractions with different-sized models representing the whole. (**3.NF.A.3d**) **Lesson 12:** *I can* specify the corresponding whole when presented with one equal part. (**3.NF.A.1**) **Lesson 13:** *I can* identify a shaded fractional part in different ways depending on the designation of the whole. (**3.NF.A.3d**) **(Can be omitted)** **Mid Module Assessment**	Eureka Parent Newsletter- Topic C **Optional Quiz- Topic C** **Pacing Considerations** Combine lessons 10 and 11. Omit lesson 13. **Suggestions for combining:** Lessons 10 and 11 **Fluency:** Skip count by Fourth on the Clock Greater Than or Less Than 1 Whole Sprint: Divide by Eight **Application Problem** Lesson 10 **Concept Development** *Teacher Choice* Both lessons provide real world examples within both concept developments to reason	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons** • **Lesson18 - Understand Comparing Fractions** **Zearn Lessons- Mission 5** Lesson 10 – Share and Compare Lesson 11 – One to watch Lesson 12 – You Complete me Lesson 13 – A Whole New Whole **embarc.online- Module 5** **Videos:** **Compare unit fractions** **I-Ready Lessons:** • Understand Comparing Fractions

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
		about size and to compare wholes **Problem Set:** Lesson 10: 1,2c,2g,2d,4 Lesson 11: 2,3,6,7,8 **Debrief/Exit Ticket** Exit Ticket 10: 2a, 2b, 2c Exit Ticket 11: 1	**Task Bank:** Comparing Fractions with a Different Whole Comparing Fractions Game
Domain: Number and Operations – Fractions **Cluster:** Develop an understanding of fractions as numbers ■ **3.NF.A.2** Represent a fraction 1/b on a number line diagram ■ **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. ■ **3.NF.A.2b** 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	**Topic D: Fractions on a Number Line** **Objectives/Learning Targets:** **Lesson 14:** *I can* place fractions on a number line with endpoints 0 and 1. (**3.NF.A.2ab, 3.NF.A.3c)** **Lesson 15:** *I can* place any fraction on a number line with endpoints 0 and 1. (**3,NF.A.2ab, 3.NF.A.3c)** **Lesson 16:** *I can* place whole number fractions and fractions between whole numbers on the number line. (**3,NF.A.2ab, 3.NF.A.3c)** **Lesson 17:** *I can* practice placing various fractions on the number line. (**3,NF.A.2ab, 3.NF.A.3c)** **Lesson 18:** *I can* compare fractions and whole numbers on the number line by reasoning about their distance from 0. (**3.NF.A.2d,**	**Eureka Parent Newsletter- Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** Omit Lesson 19.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons** • Lesson15 - Understand Fractions on a Number Line **Zearn Lessons – Mission 5** 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 **embarc.online- Module 5** **Videos:** • 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

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	3,NF.A.3cd) **Lesson 19:** *I can* understand distance and position on the number line as strategies for comparing fractions. (**3,NF.A.3cd)** **(can be omitted)**		• Place fractions on a number line **I-Ready Lessons:** • Understand Fractions on a Number Line **Task Bank:** Locating Fractions Less than One on the Number Line Find 2/3
Domain: Number and Operations – Fractions **Cluster:** Develop an understanding of fractions as numbers ■ **3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. ■ **3.NF.A.3.a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. ■ **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. ■ **3.NF.A.3.c** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	**Topic E: Equivalent Fractions** **Objectives/Learning Targets:** **Lesson 20:** *I can* recognize and show that equivalent fractions have the same size, though not necessarily the same shape. (**3.NF.A.3a)** **(can be omitted)** **Lesson 21:** *I can* recognize and show that equivalent fractions refer to the same point on the number line. (**3.NF.A.3a-c)** **Lesson 22 - 23:** *I can* generate simple equivalent fractions by using visual fraction models and the number line. (**3.NF.A.3a-c)** **Lesson 24:** *I can* express whole numbers as fractions and recognize equivalence with different units. (**3.NF.A.3a-c)** **Lesson 25:** *I can* express whole number	**Eureka Parent Newsletter- Topic E** **Optional Quiz: Topic E** **Pacing Considerations**: Omit Lessons 20 and 25.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons** • Lesson16 - Understand Equivalent Fractions • Lesson17 - Find Equivalent Fractions **Zearn Lessons- Mission 5** 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 **embarc.online- Module 5** **Videos:**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	fractions on the number line when the unit interval is 1. (**3.NF.A.3a,c)** **Lesson 26:** *I can* decompose whole number fractions greater than 1 using whole number equivalence, with various models. (**3.NF.A.3a,c)** **Lesson 27:** *I can* explain equivalence by manipulating units and reasoning about their size. (**3.NF.A.3a-b)**		• Identify equivalent fractions using fraction models • Identify equivalent fractions using a number line • Identify equivalent fractions using fraction strips **I-Ready Lessons:** • Find Equivalent Fractions **Task Bank:** Jon and Charlie's Run
Domain: Number and Operations – Fractions **Cluster:** Develop an understanding of fractions as numbers ■ **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*.	**Topic F: Comparison, Order, and Size of Fractions** **Objectives/Learning Targets:** **Lesson 28:** *I can* compare fractions with the same numerator pictorially. (**3.NF.A.3d)** **Lesson 29:** *I can* compare fractions with the same numerator using <,>, or =, and use a model to reason about their size. (**3.NF.A.3d)** **Lesson 30:** *I can* partition various wholes precisely into equal parts using a number line method. **(3.NF.A.2a)** **End of Module Assessment**	**Eureka Parent Newsletter- Topic F** **Optional Quiz- Topic F** **Pacing Considerations:** No pacing considerations at this time.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons** • Lesson19 - Use Symbols to Compare Fractions **Zearn Lessons- Mission 5** Lesson 28 – Same Over Different Lesson 29 – Size 'Em Up **embarc.online- Module 5** **Videos:** Compare unit fractions **I-Ready Lessons:** Understand Comparing Fractions **Task Bank:** Fraction Comparisons With Pictures, Assessment Variation

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Module 7: Geometry and Measurement Word Problems			
Domain: Operations and Algebraic Thinking **Cluster:** Solve problems involving the four operations, and identify and explain patterns in arithmetic. ■ **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.	**Topic A**: Solving Word Problems **Essential Questions** • 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? **Objectives/Learning Targets** **Topic A** **Lesson 1-2:** *I can* solve word problems in varied contexts using a letter to represent the unknown. **(3.OA.D.8)** **Lesson 3:** *I can* share and critique peer solution strategies to varied word problems. **3.OA.D.8)**	Eureka Parent Newsletter- Topic A **Pacing Considerations:** No pacing considerations at this time.	**Vocabulary** Attribute, diagonal, perimeter, property, regular polygon, tessellate, tessellate, tetrominoes Familiar terms and symbols: Area, compose, decompose, heptagon, hexagon, octagon, parallel lines, parallelogram, pentagon, polygon, quadrilaterals, rectangle, rhombus, right angle, square, tangram, trapezoid, triangle **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson12 - Model Two-Step Word Problems Using the Four Operations • Lesson13 - Solve Two-Step Word Problems Using the Four Operations **Zearn Lessons-Mission 7** Lesson 2: Know Your Unknowns embarc.online- Module 7 **Videos:** **Solving two-step word problems using a model** **I-Ready Lessons:** Solve Two Step Word Problems Using the

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			Four Operations **Task Bank:** The Class Trip The Stamp Collection
Domain: Geometry **Cluster:** Reason about shapes and their attributes. ■ 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. ■ 3.G.A.3 Determine if a figure is a polygon.	**Topic B**: Attributes of Two-Dimensional Figures **Objectives/Learning Targets:** **Lesson 4:** *I can* compare and classify quadrilaterals. **(3.G.A.1)** **Lesson 5:** I can compare and classify other polygons. **(3.G.A.1, 3.G.A.3)** **Lesson 6:** I can draw polygons with specified attributes to solve problems. **(3.G.A.1, 3.G.A.3)** **Lesson 7:** I can reason about composing and decomposing polygons using tetrominoes. **(3.G.A.1, 3. G.A.3)** **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)**	**Eureka Parent Newsletter-Topic B** **Pacing Considerations:** No pacing considerations at this time.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons** **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 embarc.online- Module 7 **Videos:** • Sort quadrilaterals by their attributes • Recognize shape attributes **I-Ready Lessons:** • Classifying Polygons **Task Bank:** No tasks available

Curriculum and Instruction – Mathematics

Quarter 3 Grade: 3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Measurement and Data **Cluster:** 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	**Topic C: Problem Solving with Perimeter** **Objectives/Learning Targets** **Lesson 10:** *I can* decompose quadrilaterals to understand perimeter as the boundary of a shape. **(3.MD.D.8)** **Lesson 11:** *I can* tessellate to understand perimeter as the boundary of a shape. **(3.MD.D.8)** **Lesson 12:** *I can* measure side lengths in whole number units to determine the perimeter of polygons. **(3.MD.D.8)** **Lesson 13:** *I can* explore perimeter as an attribute of plane figures and solve problems. **(3.MD.D.8)** **Lesson 14***: I can* determine the perimeter of regular polygons and rectangles when whole number measurements are unknown. (3.MD.D.8) **Lesson 15:** *I can* solve word problems to determine perimeter with given side lengths. **(3.MD.D.8)**	Eureka Parent Newsletter- Topic C **Pacing Considerations**: Omit Lesson 11	**Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons • Lesson 30: Connect Area and Perimeter Zearn Lessons-Mission 7 **Lesson 10:** Define Boundaries **Lesson 12** *Finding Perimeter* **Lesson 13** *Sum Strategies* **Videos:** • Find perimeter with missing side lengths • Find the Perimeter of a Polygon with more than 4 sides. **I-Ready Lessons:** **Task Bank:** No tasks available

■Major Work ➢ Supporting Standards

RESOURCE TOOLKIT The Resource Toolkit 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**
Instructional Focus Documents *SEL Connections* *SEL Competencies*	**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 3 **Grade: 3**

January 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
				Winter Break	**3**	**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 5 **Omit lesson 4**	**6** **Topic A** **Lesson 1** ***Quarter 3 begins***	**7** **Topic A** **Lesson 2**	**8** **Topic A** **Lesson 3**	**9** **Topic B** **Lesson 5**	**10** **Flex Day Options** **3.G.A.2** **Pacing** **Other**	
Module 5	**13** **Topic B** **Lesson 6**	**14** **Topic B** **Lesson 7**	**15** **Topic B** **Lesson 8**	**16** **Topic B** **Lesson 9**	**17** *½ day students* **Flex Day Options** **3. NF.A.1** **Pacing** **Other**	
Module 5 **Omit lesson 13**	**20** ***Martin Luther King Jr. Day***	**21** Combine Lessons 10 and 11	**22** **Topic C** **Lesson 12**	**23** Mid Module Assessment	**24** **Topic D** **Lesson 14**	
Module 5	**27** **Topic D** **Lesson 15**	**28** **Topic D** **Lesson 16**	**29** **Topic D** **Lesson 17**	**30** **FLEX DAY**	**31** **Flex Day Options** **3.NF.A.2ab** **3.NF.A.3c** **Pacing** **Other**	

■Major Work ➢ Supporting Standards

Curriculum and Instruction – Mathematics

Quarter 3 **Grade: 3**

February 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5 **Omit lesson 19** **Omit lesson 20**	**3** **Topic D** **Lesson 18**	**4** **Topic E** **Lesson 21**	**5** **Topic E** **Lesson 22**	**6** **Topic E** **Lesson 23**	**7** **Flex Day Options** **3.NF.A.2d, 3.NF.A.3cd** **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 5 Omit lesson 25	**10** **Topic E** **Lesson 24**	**11** **Topic E** **Lesson 26**	**12** **Topic E** **Lesson 27**	**13** **Topic F** **Lesson 28** *Parent Teacher Conferences*	**14** *1/2 day students* **Flex Day Options** **3.NF.A.3a,c** **Pacing** **Other**	
Module 5 **Module 7**	**17** **PD FLEX DAY** ***President's Day***	**18** **Topic F** **Lesson 29**	**19** **Topic E** **Lesson 30**	**20** **End of Module Assessment**	**21** **Topic A** **Lesson 1**	
Module 7	**24** **Topic A** **Lesson 2**	**25** **Topic A** **Lesson 3**	**26** **Topic B** **Lesson 4**	**27** **Topic B** **Lesson 5**	**28** **Flex Day Options** **3.OA.D.8** **Pacing** **Other**	

■Major Work ➢ Supporting Standards

Curriculum and Instruction – Mathematics

Quarter 3 **Grade: 3**

March 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 7	**2** **Topic B** **Lesson 6**	**3** **Topic B** **Lesson 7**	**4** **Topic B** **Lesson 8**	**5** **Topic B** **Lesson 9**	**6** **Flex Day Options** **3.G.A.1*** **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. (Quizzes should not take more than 15 minutes to administer)
Module 7 **Omit Lesson 11** **Omit lesson 13**	**9** **Topic C** **Lesson 10**	**10** **Topic C** **Lesson 12**	**11** **Topic C** **Lesson 14**	**12** **Topic C** **Lesson 15**	**13** *End of Quarter 3* *½ day* **Flex Day Options** **3.MD.D.8*** **Pacing** **Other**	
	16	**17**	**18**	**19**	**20**	
	Spring Break					
	23 *Quarter 4 begins*	**24**	**25**	**26**	**27** **Flex Day Options** **Pacing** **Other**	
	30	**31**	1	2	3	

■Major Work ➢ Supporting Standards