



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	Collecting and Displaying Data	Please see curriculum maps for specific tasks and lessons
					<i>Note the change in sequence of Module 6 and 7</i>		
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	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
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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



■ Major Work

➤ Supporting Content



Curriculum and Instruction – Mathematics

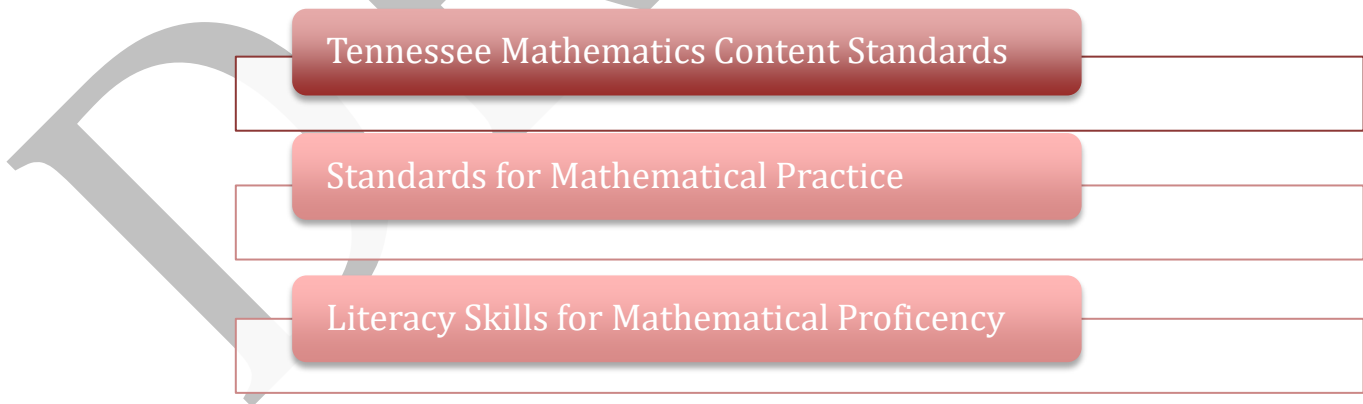
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The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council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





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 students adjustment to the calendar may be required.

Quarter 4 Overview

Module 7: Geometry and Measurement Word Problems

Module 6: Collecting and Displaying Data

Focus Grade Level Standard	Type of Rigor	Foundational Standards
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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.



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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

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Module 7: Geometry and Measurement Word Problems			



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
<p>Domain: Measurement and Data Cluster: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and are measures.</p> <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>Topic C: Problem Solving with Perimeter Objectives/Learning Targets</p> <p>Lesson 14: <i>I can</i> determine the perimeter of regular polygons and rectangles when whole number measurements are missing. (3.MD.D.8)</p> <p>Lesson 15: <i>I can</i> solve word problems to determine perimeter with given side lengths. (3.MD.D.8)</p> <p>Lesson 16: <i>I can</i> use string to measure the perimeter of various circles to the nearest quarter inch. (3.MD.D.8)</p> <p>Lesson 17: <i>I can</i> use all four operations to solve problems involving perimeter and missing measurements. (3.MD.D.8)</p>	<p>Eureka Parent Newsletter- Topic C</p> <p>Pacing Considerations: No pacing considerations at this time.</p> <p>Additional instructional resources for remediation/enrichment:</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>embarc.online-Module 7</p> <p>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</p> <p>Videos:</p> <ul style="list-style-type: none"> • Find the perimeter of a polygon with more than 4 sides • Find the missing perimeter by adding side lengths 	<p>Fluency Practice:</p> <p>Lesson 14 Multiply by 9 Equivalent Counting with Units of 7</p> <p>Lesson 15 Multiply by 8 Equivalent Counting with Units of 5 Find the Perimeter</p> <p>Lesson 16 Multiply by 9 Equivalent Counting with Units of 6 Find the Perimeter</p> <p>Lesson 17 Factors Equivalent Counting with Units of 8 Find the Perimeter</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
		I-Ready Lessons: <ul style="list-style-type: none"> Connect Area and Perimeter Task Bank: No task available	
<p>Domain: Measurement and Data Cluster: Represent and interpret data.</p> <p>■ 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.</p> <p>Domain: Measurement and Data Cluster: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and are measures.</p> <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>Topic D: Recording Perimeter and Area Data on Line Plots</p> <p>Objectives/Learning Targets: Lesson 18: <i>I can</i> construct rectangles from a given number of unit squares and determine the perimeters (3.MD.D.8)</p> <p>Lesson 19: <i>I can</i> use a line plot to record the number of rectangles constructed from a given number of unit squares. (3.MD.B.4)</p> <p>Lesson 20-21: <i>I can</i> construct rectangles with a given perimeter using unit squares and determine their areas. (3.MD.D.8)</p> <p>Lesson 22: <i>I can</i> use a line plot to record the number of rectangles constructed in Lessons 20 and 21. (3.MD.B.4)</p>	<p>Pacing Considerations: Omit Lesson 22</p> <p>Additional instructional resources for remediation/enrichment: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 26- Measure Length and Plot Data on Line Plots <p>Zearn Lessons- Mission 7 Lesson 18: Perimeter Quest Lesson 19: Rad Rectangles Lesson 22: Plot Perimeter</p> <p>Videos:</p> <ul style="list-style-type: none"> Find the perimeter of a polygon with more than 4 sides <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Measure Length and Plot Data on Line Plots Understanding Perimeter <p>Task Bank:</p>	<p>Fluency Practice:</p> <p>Lesson 18 Find the Missing Factors Draw Tape Diagrams Find the Area and Perimeter</p> <p>Lesson 19 Draw Tape Diagrams Find the Perimeter</p> <p>Lesson 20 Sprint: Divide by 2</p> <p>Lesson 21 Sprint: Divide by 3</p> <p>Lesson 22 Sprint: Divide by 4 Find the Perimeter and Area</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
		No tasks available	
<p>Domain: Measurement and Data Cluster: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and are measures.</p> <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>Topic E: Problem Solving with Perimeter and Area</p> <p>Objectives/Learning Targets: Lesson 23: <i>I can</i> solve a variety of word problems with perimeter. (3.MD.D.8)</p> <p style="text-align: center;">End of Module Assessment</p>	<p>Pacing Considerations: No pacing considerations at this time.</p> <p>Additional instructional resources for remediation/enrichment:</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 Lesson 23: Perimeter Puzzler Lesson 28: Outside and In Lesson 29: Rectangular Reasoning</p> <p>Videos:</p> <ul style="list-style-type: none"> Measuring objects using wholes, halves, and quarter inches <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Connect Area and Perimeter <p>Task Bank: No task available</p>	<p>Fluency Practice:</p> <p>Lesson 23 Sprint: Divide by 5</p>
Module 6: Collecting and Displaying Data			



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<p>Domain: Measurement and Data Cluster: Represent and interpret data</p> <p>■ 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.</p>	<p>Topic A: Generate and Analyze Categorical Data</p> <p>Essential Questions</p> <ul style="list-style-type: none"> 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? How do you make and use a line plot? <p>Objectives/Learning Targets:</p> <p>Lesson 1: <i>I can</i> generate and organize data. (3.MD.B.D)</p> <p>Lesson 2: <i>I can</i> rotate tape diagrams vertically. (3.MD.B.D)</p> <p>Lesson 3: <i>I can</i> create scaled bar graphs. (3.MD.B.D)</p> <p>Lesson 4: <i>I can</i> solve one and two-step problems involving graphs. (3.MD.B.D)</p>	<p>Optional Quiz-Topic A</p> <p>Pacing Considerations: No pacing considerations at this time.</p> <p>Additional instructional resources for remediation/enrichment:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 24: Solve Problems Using Scaled Graphs Lesson 25: Draw Scaled Graphs <p>Zearn Lessons- Mission 6</p> <p>Lesson1: Big Picture Lesson 2: One Represents Two Lesson 3: Bar Graphing Lesson 4: Don't Wing It, Graph It!</p> <p>Videos:</p> <ul style="list-style-type: none"> Organize data by creating picture graphs and data tables <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Picture Graphs and Bar Graphs Interpreting Bar Graphs and Pictographs <p>Task Bank:</p> <ul style="list-style-type: none"> Classroom Supplies 	<p>Vocabulary: Frequent, key, measurement data, scaled graphs</p> <p>Familiar Terms: Bar graph, data, fraction, line plot, picture graph, scale, survey</p> <p>Fluency Practice: Lesson 1 Group Counting on a Vertical Number Line Model Division with Tape Diagrams</p> <p>Lesson 2 Group Counting on a Vertical Number Line Read Tape Diagram</p> <p>Lesson 3 How Many Units of 6 Sprint: Divide by 6</p> <p>Lesson 4 Read Line Plots Read Bar Graphs</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
<p>Domain: Measurement and Data Cluster: Represent and interpret data</p> <p>■ 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</p>	<p>Topic B: Generate and Analyze Measurement Data</p> <p>Objectives/Learning Targets Lesson 5: <i>I can</i> create a ruler with 1-inch, ½ inch, and ¼ inch intervals, and generate measurement data. (3.MD.B.4)</p> <p>Lesson 6: <i>I can</i> interpret measurement data from various line plots. (3.MD.B.4)</p> <p style="text-align: center;">End of Module Assessment</p>	<p>Optional Quiz- Topic B</p> <p>Pacing Considerations: No pacing considerations at this time</p> <p>Additional instructional resources for remediation/enrichment:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 26: Measure Length and Plot Data on Line Plots <p>Zearn Lessons-Mission 6 Lesson 5: Measure and Plot Lesson 6: Plotting Discovery</p> <p>Videos:</p> <ul style="list-style-type: none"> Construct and Interpret a Line Plot <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> Measure Length and Plot Data on Line Plots <p>Task Bank: No task available</p>	<p>Vocabulary: Frequent, key, measurement data, scaled graphs</p> <p>Familiar Terms: Bar graph, data, fraction, line plot, picture graph, scale, survey</p> <p>Fluency Practice: Lesson 1 Group Counting on a Vertical Number Line Model Division with Tape Diagrams</p> <p>Lesson 2 Group Counting on a Vertical Number Line Read Tape Diagram</p> <p>Lesson 3 How Many Units of 6 Sprint: Divide by 6</p> <p>Lesson 4 Read Line Plots Read Bar Graphs</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
<p>Domain: Measurement and Data Cluster: Geometric Measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p> <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>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 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.</p>	<p>Module 7: Topic E: Problem Solving with Perimeter and Area</p> <p>Objectives/Learning Targets: Lesson 23: <i>I can</i> solve a variety of word problems with perimeter. (3.MD.D.8)</p> <p>Lesson 24-27: <i>I can</i> 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)</p> <p>Lesson 28-29: <i>I can</i> solve a variety of word problems involving area and perimeter using all four operations. (3.MD.D.8)</p> <p>Lesson 30: <i>I can</i> share and critique peer strategies for problem solving. (3.MD.D.8)</p>	<p>Pacing Considerations: No pacing considerations at this time</p> <p>Additional instructional resources for remediation/enrichment: 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 Lesson 23: Perimeter Puzzler Lesson 28: Outside and In Lesson 29: Rectangular Reasoning</p> <p>Videos:</p> <ul style="list-style-type: none"> Sort quadrilaterals by their attributes <p>Task Bank: Complete any missed tasks assigned from previously related standards.</p>	<p>Fluency Practice:</p> <p>Lesson 23 Sprint: Divide by 5</p> <p>Lesson 24 Multiply by 6 Find Side Lengths</p> <p>Lesson 25 Sprint: Divide by 6</p> <p>Lesson 26 Multiply by 7 Find the Side Lengths</p> <p>Lesson 27 Sprint: Divide by 7 Find the Area</p> <p>Lesson 28 Multiply by 8 Find the Perimeter</p> <p>Lesson 29 Sprint: Divide by 8 Find the Perimeter</p> <p>Lesson 30 Multiply by 9 Multiply and Divide</p>
	<p>Topic F: Year in Review</p> <p>Objectives/Learning Targets: Lesson 31-32: <i>I can</i> explore and create unconventional representations of one-half.</p>	<p>Additional instructional resources for remediation/enrichment: Remediation Guide</p>	<p>Fluency Practice: Lesson 31-32: <i>I can</i> explore and create unconventional representations of one-half.</p> <p>Lesson 33: <i>I can</i> solidify fluency with Grade 3 skills.</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
	<p>Lesson 33: <i>I can</i> solidify fluency with Grade 3 skills.</p> <p>Lesson 34: <i>I can</i> create resource booklets to support fluency with Grade 3 skills.</p>	<p>Videos:</p> <p>Task Bank: Complete unassigned tasks related to the lesson</p>	<p>Lesson 34: <i>I can</i> create resource booklets to support fluency with Grade 3 skills.</p>

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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.

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 \(Omissions\)](#)



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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 <i>3rd Nine Week ends</i>	
	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



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April 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 7 Topic E: Lesson 23 1-day Review End of Module Assessment	1	2	3 M7: End of Module Assessment Complete	4	5	(Lessons 24-34 will be completed after TN Ready) Topic A: Lessons 1-2 Lesson 24-34 are either review or outside of the tested content and will be completed after TN Ready.
Module 6 Topic A: Lessons 3-4 Topic B: Lessons 5-7	8	9	10	11	12	Optional Quizzes: Module 6 Topic A Topic B
Module 6 Topic B: Lessons 8-9 1-day Review	15	16	17	18 M6: End of Module Assessment	19 Spring Holiday/Good Friday (Out)	(Quizzes should not take more than 15 minutes to administer)
	22	23	24	25	26	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)
<i>Flex – TN Ready Testing</i>						
2-days Flex (Task) Module Topic E: Lessons 24-26	29	30	1	2	3	



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May 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
2-days Flex (Task) Module 7 Topic E: Lessons 24-26			1	2	3	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)
Module 7 Topic E: Lessons 27-30 Topic F: Lesson 31	6	7	8	9	10	
Module 7 Topic F: Lesson 32-34 2-days Complete any Omitted lessons	13	14	15	16	17	
4-days Flex (Task) Day or Complete any omitted lessons	20	21	22	23 <i>4th Nine Week ends</i>	24 <i>Admin Day</i>	
	27	28	29	30	31	