

**Twin Rivers School District  
Grade Three Common Core Math Pacing  
2017-2018**

## Trimester 1

### Pretest (optional) August 9

- Trimester 1 Pretest Exam**

Use the information as an additional pacing tool to guide instruction.

### Beyond the Basic Facts

- BTBF is recommended to be done daily.**

In, trimester 1 students will be focusing on addition, subtraction, and multiplication.

## Unit 1: Applying Place Value

### Instructional Window (14 days): August 10 – August 29

#### Standard(s)

**3.NBT 1:** Use place value understanding to round whole numbers to the nearest 10 or 100.

**3.NBT 2:** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

#### Go Math Lessons Covered in Unit 1

1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12

Go Math Lesson	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	T.E. pg. #
1.4-1.7	<b>Lesson 1</b> Addition with Different Strategies ( <i>a</i> )	3.NBT.2	P	2
1.9-1.11	<b>Lesson 2</b> Subtraction with Different Strategies ( <i>a</i> )	3.NBT.2	P	12
N/A	<b>Lesson 3</b> Subtraction Across Zeros ( <i>a</i> )	3.NBT.2	P	22
1.4 – 1.7 1.9 – 1.11	<b>Lesson 4</b> Addition and Subtraction with Different Strategies ( <i>a</i> )	3.NBT.2	P	32
1.12	<b>Lesson 5</b> Word Problems: Addition within 1000 ( <i>a</i> )	3.NBT.2	P	42

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster

1.12	<b>Lesson 6</b> Word Problems: Subtraction within 1000 ( <i>a</i> )	3.NBT.2	P	54
1.12	<b>Lesson 7</b> Addition within 1000 with a Missing Addend ( <i>a</i> )	3.NBT.2	P	66
1.12	<b>Lesson 8</b> Subtraction within 1000 with a Missing Addend ( <i>a</i> )	3.NBT.2	P	78
N/A	<b>Lesson 9</b> Addition and Subtraction within 1000 ( <i>a</i> )	3.NBT.2	MT	90
1.2, 1.3,1.8	<b>Lesson 10</b> Rounding to the Nearest 10 to 100 ( <i>a</i> )	3.NBT.1	C	94
1.2, 1.3,1.8	<b>Lesson 11</b> Rounding to the Nearest 10 ( <i>a</i> )	3.NBT.1	P	102
1.2, 1.3, 1.8	<b>Lesson 12</b> Rounding to the Nearest 100 ( <i>a</i> )	3.NBT.1	P	114
1.2, 1.3, 1.8	<b>Lesson 13</b> Rounding to the Nearest 10 or 100 ( <i>a</i> )	3.NBT.1	P	126
N/A	<b>Lesson 14</b> Rounding and Addition ( <i>a</i> )	3.NBT.1,2	MT	138
<b>Suggested Unit 1 Assessment Date – August 30 &amp; 31</b>				

## Unit 2: Understanding the Meaning of Multiplication

### Instructional Window (15 days): September 1 – September 22

#### Standard(s)

**3.OA 1:** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

**3.OA 5:** Apply properties of operations as strategies to multiply and divide. Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)

**3.NBT 3:** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster

**Go Math Lessons Covered in Unit 2**

3.2, 3.6, 4.4, 4.6, 5.3, 5.4, 5.5,

<b>Go Math Lesson</b>	<b>Lesson Topic</b> * = optional lesson (c) = combine lessons	<b>Standard</b>	<b>Lesson Focus</b>	<b>T.E. pg. #</b>
3.2	<b>Lesson 1*</b> Multiplication as Repeated Addition ( <i>m</i> )	3.OA.1	C	146
3.2	<b>Lesson 2</b> Multiplication as Repeated Addition ( <i>m</i> )	3.OA.1	P	154
5.4, 5.5	<b>Lesson 3 (c)</b> Multiply Multiples of 10 ( <i>a</i> )	3.NBT.3	C	166
5.4, 5.5	<b>Lesson 4(c)</b> Multiply One-Digit Numbers by Multiples of 10 ( <i>a</i> )	3.NBT.3	P	176
N/A	<b>Lesson 5*</b> Multiples of 10 ( <i>a</i> )	3.NBT.3	MT	188
4.4	<b>Lesson 6</b> Arrays and Multiplication ( <i>m</i> )	3.OA.1	C	192
4.4	<b>Lesson 7</b> Arrays and Multiplication ( <i>m</i> )	3.OA.1	P	200
N/A	<b>Lesson 8</b> Understanding Multiplication ( <i>m</i> )	3.OA.1	MT	212
3.6	<b>Lesson 9 (c)</b> Commutative Property of Multiplication ( <i>m</i> )	3.OA.5	C	216
3.6	<b>Lesson 10 (c)</b> Commutative Property of Multiplication ( <i>m</i> )	3.OA.5	P	224
4.6	<b>Lesson 11</b> Associative Property of Multiplication ( <i>m</i> )	3.OA.5	C	236
4.6	<b>Lesson 12</b> Associative Property of Multiplication ( <i>m</i> )	3.OA.5	P	244
4.4, 5.3	<b>Lesson 13</b> Distributive Property of Multiplication ( <i>m</i> )	3.OA.5	C	256
4.4, 5.3	<b>Lesson 14</b> Distributive Property of Multiplication ( <i>m</i> )	3.OA.5	P	264
N/A	<b>Lesson 15</b> Understanding Multiplication ( <i>m</i> )	3.OA.5	MT	276

***Suggested Unit 2 Assessment Date – September 25 & 26***

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster

## Unit 3: Understanding the Meaning of Division

### Instructional Window (9 days): September 27 – October 9

#### Standard(s)

**3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

**3.OA.6:** Understand division as an unknown-factor problem. For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.

#### Go Math Lessons Covered in Unit 3

6.2, 6.3, 6.5, 6.7, 6.8

Go Math Lesson	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	T.E. pg. #
6.7-6.8	<b>Lesson 1 (c)</b> Relating Multiplication and Division (m)	3.OA.6	C	282
6.7-6.8	<b>Lesson 2 (c)</b> Relating Multiplication and Division (m)	3.OA.6	P	290
N/A	<b>Lesson 3</b> Relating Multiplication and Division (m)	3.OA.6	MT	302
6.2	<b>Lesson 4</b> Division as Sharing (m)	3.OA.2	C	306
6.2	<b>Lesson 5</b> Division as Sharing (m)	3.OA.2	P	316
N/A	<b>Lesson 6</b> Division as Sharing (m)	3.OA.2	MT	328
6.3, 6.5	<b>Lesson 7</b> Division as Grouping (m)	3.OA.2	C	332
6.3, 6.5	<b>Lesson 8</b> Division as Grouping (m)	3.OA.2	P	340
N/A	<b>Lesson 9</b> Division as Grouping (m)	3.OA.2	MT	352

**Suggested Unit 3 Assessment Date – October 10 & 11**

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster

## Unit 4: Applying Multiplication and Division

**Instructional Window (7 days): October 12 – October 20**

### Standard(s)

**3.OA.3:** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number that represent the problem.

**3.OA.4:** Add Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations:  $8 \times ? = 48$ ,  $15 = ? \div 3$ ,  $6 \times 6 = ?$ .

### Go Math Lessons Covered in Unit 4

4.2, 4.4, 5.1, 5.2, 6.3, Ch. 7

Go Math Lesson	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	T.E. pg. #
6.3, 4.2	<b>Lesson 1</b> Modeling with Equal Groups ( <i>m</i> )	3.OA.3	P	358
4.4, 5.2	<b>Lesson 2</b> Modeling with Arrays ( <i>m</i> )	3.OA.3	P	370
N/A	<b>Lesson 3*</b> Multiplication Application ( <i>m</i> )	3.OA.3	MT	382
5.1	<b>Lesson 4</b> Using a Table to Model Multiplication ( <i>m</i> )	3.OA.3	P	386
5.2	<b>Lesson 5</b> Solving Multiplication Equations ( <i>m</i> )	3.OA.4	P	398
Ch. 7	<b>Lesson 6</b> Solving Division Equations ( <i>m</i> )	3.OA.4	P	410
N/A	<b>Lesson 7</b> Applying Multiplication and Division ( <i>m</i> )	3.OA.3,4	MT	422

***Suggested OPTIONAL Unit 4 Assessment Date – October 23 & 24***

## End of Trimester 1 Assessments

***Suggested Review Day for Trimester 1 Benchmark Date – October 25***  
***Suggested Trimester 1 Cumulative Benchmark Date – October 26 & 27***  
***Performance Task – October 30 & November 1***

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster