

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

**Trimester 2**

<b>Pretest (optional) November 2</b>
<ul style="list-style-type: none"> <li><b>Trimester 2 Pretest Exam</b> Use the information as an additional pacing tool to guide instruction.</li> </ul>
<b>Beyond the Basic Facts</b>
<ul style="list-style-type: none"> <li><b>BTBF is recommended to be done daily.</b> During trimester 2, students will focus on multiplication fluency.</li> </ul>

**Unit 5: Understanding Fractions**

<b>Instructional Window (17 days): November 3 – December 7</b>
<b>Standard(s)</b>
<b>3.NF.1:</b> Understand the fraction $1/b$ as the quantity formed by one part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by a parts of size $1/b$ .
<b>3.NF.2ab:</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram. <ol style="list-style-type: none"> <li>Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</li> <li>Represent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</li> </ol>
<b>Go Math Lessons</b>
8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7

Go Math Lesson	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	T.E. pg. #
8.1, 8.2	<b>Lesson 1</b> Understanding Denominators ( <i>m</i> )	3.NF.1	C	4
8.3, 8.4	<b>Lesson 2</b> Understanding Numerators ( <i>m</i> )	3.NF.1	C	12
N/A	<b>Lesson 3</b> Introduction to Fractions ( <i>m</i> )	3.NF.1	MT	22

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N/A	<b>Lesson 4</b> Fractional Size As It Relates to the Whole <i>(m)</i>	3.NF.1	C	28
N/A	<b>Lesson 5</b> Fractional Size As It Relates to the Whole <i>(m)</i>	3.NF.1	P	36
N/A	<b>Lesson 6*</b> Fractional Parts as They Relate to the Whole <i>(m)</i>	3.NF.1	MT	48
8.5, 8.6	<b>Lesson 7</b> Fractions on a Number Line <i>(m)</i>	3.NF.2ab	C	52
8.5, 8.6	<b>Lesson 8</b> Fractions on a Number Line <i>(m)</i>	3.NF.2ab	P	60
N/A	<b>Lesson 9</b> Using Benchmark Fractions on a Number Line <i>(m)</i>	3.NF.2ab	C	72
N/A	<b>Lesson 10</b> Using Benchmark Fractions on a Number Line <i>(m)</i>	3.NF.2ab	P	80
N/A	<b>Lesson 11</b> Fractional Parts as They Relate to a Number Line <i>(m)</i>	3.NF.2ab	MT	92
8.6	<b>Lesson 12</b> Fractions Greater than 1 <i>(m)</i>	3.NF.2b	C	98
8.6	<b>Lesson 13</b> Fractions Greater than 1 <i>(m)</i>	3.NF.2b	P	106
8.6	<b>Lesson 14</b> Fractions Greater and Less than 1 <i>(m)</i>	3.NF.2b	P	118
8.7	<b>Lesson 15*</b> Part of a Set <i>(m)</i>	3.NF.1	C	130
8.7	<b>Lesson 16*</b> Part of a Set <i>(m)</i>	3.NF.1	P	138
N/A	<b>Lesson 17*</b> Fractional Parts in a Set <i>(m)</i>	3.NF.1	MT	150
<b><i>Suggested Unit 5 Assessment Date – December 8 &amp; 11</i></b>				

## Unit 6: Applying Fractions

**Instructional Window (15 days): December 12 – January 18**

### Standard(s)

- 3.NF.3:** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

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- 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.
- c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.
- 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.

### **Go Math Lessons**

8.4, 8.6, 9.1, 9.2, 9.3, 9.4, 9.6, 9.7

<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>
8.4	<b>Lesson 1 (c)</b> Understanding the Whole ( <i>m</i> )	3.NF.3a	C	156
	<b>Lesson 2 (c)</b> Understanding the Whole ( <i>m</i> )	3.NF.3a	P	164
8.6	<b>Lesson 3</b> Whole Numbers as Fractions ( <i>m</i> )	3.NF.3c	C	176
8.6	<b>Lesson 4</b> Whole Numbers as Fractions ( <i>m</i> )	3.NF.3c	P	184
8.6	<b>Lesson 5</b> Expressing Whole Numbers as Fractions ( <i>m</i> )	3.NF.3c	C	200
8.6	<b>Lesson 6</b> Expressing Whole Numbers as Fractions ( <i>m</i> )	3.NF.3c	P	208
8.6, 9.6, 9.7	<b>Lesson 7</b> Equivalent Fractions ( <i>m</i> )	3.NF.3b	C	220
8.6, 9.6, 9.7	<b>Lesson 8</b> Equivalent Fractions ( <i>m</i> )	3.NF.3b	P	228
9.6, 9.7	<b>Lesson 9</b> Equivalent Fractions on a Number Line ( <i>m</i> )	3.NF.3b	C	240
8.6, 9.6, 9.7	<b>Lesson 10</b> Equivalent Fractions on a Number Line ( <i>m</i> )	3.NF.3b	P	248
N/A	<b>Lesson 11</b> Equivalent Fractions ( <i>m</i> )	3.NF.3b	MT	260
9.1 – 9.4	<b>Lesson 12</b> Comparing Fractions ( <i>m</i> )	3.NF.3d	C	266
9.1 – 9.4	<b>Lesson 13</b> Comparing Fractions ( <i>m</i> )	3.NF.3d	P	274
9.1 – 9.4	<b>Lesson 14</b> Comparing Fractions ( <i>m</i> )	3.NF.3d	P	286

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N/A	<b>Lesson 15</b> Comparing Fractions <i>(m)</i>	3.NF.3d	MT	296
<b>Suggested Unit 6 Assessment Date – January 19 &amp; 22</b>				

## Unit 7: Multiple Step Word Problems

<b>Instructional Window (9 days): January 23 – February 5</b>				
<b>Standard(s)</b>				
<b>3.OA.8:</b> Solve two-step word problems using all 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.				
<b>Go Math Lessons</b>				
1.12, 4.10, 7.10				
Go Math Lesson	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	T.E. pg. #
1.12	<b>Lesson 1</b> Addition/Subtraction Multiple Step Word Problems <i>(m)</i>	3.OA.8	C	302
1.12	<b>Lesson 2</b> Addition/Subtraction Multiple Step Word Problems <i>(m)</i>	3.OA.8	P	310
N/A	<b>Lesson 3*</b> Addition/Subtraction Multiple Step Word Problems <i>(m)</i>	3.OA.8	MT	322
4.10	<b>Lesson 4</b> Addition/Subtraction/Multiplication Multiple Step Word Problems <i>(m)</i>	3.OA.8	C	326
4.10	<b>Lesson 5</b> Addition/Subtraction/Multiplication Multiple Step Word Problems <i>(m)</i>	3.OA.8	P	334
N/A	<b>Lesson 6*</b> Addition/Subtraction/Multiplication Multiple Step Word Problems <i>(m)</i>	3.OA.8	MT	346
7.10	<b>Lesson 7</b> Addition/Subtraction/Division Multiple Step Word Problems <i>(m)</i>	3.OA.8	C	350
7.10	<b>Lesson 8</b> Addition/Subtraction/Division Multiple Step Word Problems <i>(m)</i>	3.OA.8	P	358

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N/A	<b>Lesson 9*</b> Addition/Subtraction/Division Multiple Step Word Problems <i>(m)</i>	3.OA.8	MT	370
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**Suggested Unit 7 Assessment Date – February 6 & 7**

## Unit 8: Identifying Patterns

**Instructional Window (8 days): February 8 – February 21**

### Standard(s)

**3.OA.9:** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

### Go Math Lessons

1.1, 4.7, 5.1

Go Math Lesson	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	T.E. pg. #
1.1	<b>Lesson 1</b> Patterns on an Addition Table <i>(m)</i>	3.OA.9	C	378
N/A	<b>Lesson 2</b> Patterns on a Hundreds Chart <i>(m)</i>	3.OA.9	C	392
N/A	<b>Lesson 3</b> Patterns on a Hundreds Chart <i>(m)</i>	3.OA.9	P	406
4.7, 5.1	<b>Lesson 4</b> Patterns on a Multiplication Table <i>(m)</i>	3.OA.9	C	418
1.1, 4.7, 5.1	<b>Lesson 5</b> Addition and Multiplication Patterns <i>(m)</i>	3.OA.9	P	432
4.7, 5.1	<b>Lesson 6*</b> Find Patterns Using Input and Output Tables <i>(m)</i>	3.OA.9	P	444
4.7, 5.1	<b>Lesson 7*</b> Find Patterns Using Input and Output Tables <i>(m)</i>	3.OA.9	P	456
N/A	<b>Lesson 8*</b> Find Patterns to Solve Problems <i>(m)</i>	3.OA.9	MT	468

**Suggested OPTIONAL Unit 8 Assessment Date – February 22 & 23**

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## End of Trimester 2 Assessments

***Suggested Review*** for Trimester 2 Cumulative Benchmark Date – February 26  
***Suggested*** Trimester 2 Cumulative Benchmark Date – February 27 & 28  
Performance Task – March 1 & 2

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