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

Trimester 2

Pretest (optional) **November 2**
• **Trimester 2 Pretest Exam** Use the information as an additional pacing tool to guide instruction.
Beyond the Basic Facts
• **BTBF is recommended to be done daily.** During trimester 2, students will focus on multiplication fluency.

Unit 5: Understanding Fractions

Instructional Window (17 days): November 3 – December 7

Standard(s)

3.NF.1: 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.

3.NF.2ab: Understand a fraction as a number on the number line; represent fractions on a number line diagram.

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 size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
b. 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.

T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson **(c)** = combine lessons	Standard	Lesson Focus
4	1	**Lesson 1** Understanding Denominators *(m)*	3.NF.1	C
12	5	**Lesson 2** Understanding Numerators *(m)*	3.NF.1	C
22	11	**Lesson 3** Introduction to Fractions *(m)*	3.NF.1	MT
28	13	**Lesson 4** Fractional Size As It Relates to the Whole *(m)*	3.NF.1	C
36	17	**Lesson 5** Fractional Size As It Relates to the Whole *(m)*	3.NF.1	P

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48	25	**Lesson 6*** Fractional Parts as They Relate to the Whole *(m)*	3.NF.1	MT
52	27	**Lesson 7** Fractions on a Number Line *(m)*	3.NF.2ab	C
60	33	**Lesson 8** Fractions on a Number Line *(m)*	3.NF.2ab	P
72	41	**Lesson 9** Using Benchmark Fractions on a Number Line *(m)*	3.NF.2ab	C
80	45	**Lesson 10** Using Benchmark Fractions on a Number Line *(m)*	3.NF.2ab	P
92	53	**Lesson 11** Fractional Parts as They Relate to a Number Line *(m)*	3.NF.2ab	MT
98	55	**Lesson 12** Fractions Greater than 1 *(m)*	3.NF.2b	C
106	59	**Lesson 13** Fractions Greater than 1 *(m)*	3.NF.2b	P
118	67	**Lesson 14** Fractions Greater and Less than 1 *(m)*	3.NF.2b	P
130	75	**Lesson 15*** Part of a Set *(m)*	3.NF.1	C
138	79	**Lesson 16*** Part of a Set *(m)*	3.NF.1	P
150	87	**Lesson 17*** Fractional Parts in a Set *(m)*	3.NF.1	MT
***Suggested* Unit 5 Assessment Date – December 8 & 11**				

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. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. 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.

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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.

T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus
156	89	**Lesson 1 (c)** Understanding the Whole *(m)*	3.NF.3a	C
164	93	**Lesson 2 (c)** Understanding the Whole *(m)*	3.NF.3a	P
176	101	**Lesson 3** Whole Numbers as Fractions *(m)*	3.NF.3c	C
184	105	**Lesson 4** Whole Numbers as Fractions *(m)*	3.NF.3c	P
200	115	**Lesson 5** Expressing Whole Numbers as Fractions *(m)*	3.NF.3c	C
208	119	**Lesson 6** Expressing Whole Numbers as Fractions *(m)*	3.NF.3c	P
220	127	**Lesson 7** Equivalent Fractions *(m)*	3.NF.3b	C
228	131	**Lesson 8** Equivalent Fractions *(m)*	3.NF.3b	P
240	139	**Lesson 9** Equivalent Fractions on a Number Line *(m)*	3.NF.3b	C
248	143	**Lesson 10** Equivalent Fractions on a Number Line *(m)*	3.NF.3b	P
260	151	**Lesson 11** Equivalent Fractions *(m)*	3.NF.3b	MT
266	153	**Lesson 12** Comparing Fractions *(m)*	3.NF.3d	C
274	157	**Lesson 13** Comparing Fractions *(m)*	3.NF.3d	P
286	165	**Lesson 14** Comparing Fractions *(m)*	3.NF.3d	P
296	171	**Lesson 15** Comparing Fractions *(m)*	3.NF.3d	MT
***Suggested* Unit 6 Assessment Date – January 19 & 22**				

Unit 7: Multiple Step Word Problems

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Instructional Window (9 days): January 23 – February 5

Standard(s)

3.OA.8: 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.

T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson **(c)** = combine lessons	Standard	Lesson Focus
302	173	**Lesson 1** Addition/Subtraction Multiple Step Word Problems *(m)*	3.OA.8	C
310	177	**Lesson 2** Addition/Subtraction Multiple Step Word Problems *(m)*	3.OA.8	P
322	185	**Lesson 3*** Addition/Subtraction Multiple Step Word Problems *(m)*	3.OA.8	MT
326	187	**Lesson 4** Addition/Subtraction/Multiplication Multiple Step Word Problems *(m)*	3.OA.8	C
334	191	**Lesson 5** Addition/Subtraction/Multiplication Multiple Step Word Problems *(m)*	3.OA.8	P
346	199	**Lesson 6*** Addition/Subtraction/Multiplication Multiple Step Word Problems *(m)*	3.OA.8	MT
350	201	**Lesson 7** Addition/Subtraction/Division Multiple Step Word Problems *(m)*	3.OA.8	C
358	205	**Lesson 8** Addition/Subtraction/Division Multiple Step Word Problems *(m)*	3.OA.8	P
370	213	**Lesson 9*** Addition/Subtraction/Division Multiple Step Word Problems *(m)*	3.OA.8	MT

***Suggested* Unit 7 Assessment Date – February 6 & 7**

Unit 8: Identifying Patterns

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

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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.				
T.E. pg. #	**SJ pg. #**	**Lesson Topic** ***** = optional lesson **(c)** = combine lessons	**Standard**	**Lesson Focus**
378	215	**Lesson 1** Patterns on an Addition Table *(m)*	3.OA.9	C
390	221	**Lesson 2** Patterns on a Hundreds Chart *(m)*	3.OA.9	C
402	227	**Lesson 3** Patterns on a Hundreds Chart *(m)*	3.OA.9	P
414	235	**Lesson 4** Patterns on a Multiplication Table *(m)*	3.OA.9	C
426	241	**Lesson 5** Addition and Multiplication Patterns *(m)*	3.OA.9	P
438	249	**Lesson 6*** Find Patterns Using Input and Output Tables *(m)*	3.OA.9	P
450	257	**Lesson 7*** Find Patterns Using Input and Output Tables *(m)*	3.OA.9	P
462	265	**Lesson 8*** Find Patterns to Solve Problems *(m)*	3.OA.9	MT
***Suggested OPTIONAL* Unit 8 Assessment Date – February 22 & 23**				

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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