

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

Trimester 3

Pretest (optional) March	5
<ul style="list-style-type: none"> Trimester 3 Pretest Exam Use the information as an additional pacing tool to guide instruction. 	
Beyond the Basic Facts	
<ul style="list-style-type: none"> BTBF is recommended to be done daily. During trimester 3, students will focus on multiplication/division fluency. 	

Unit 9: Geometry

Instructional Window (6 days):		March 6 – March 13		
Standard (s)				
<p>3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). 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>3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i></p>				
T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus
2	1	Lesson 1 Categorizing Quadrilaterals (s)	3.G.1	C
10	7	Lesson 2 Categorizing Quadrilaterals (s)	3.G.1	P
22	15	Lesson 3 Quadrilaterals (s)	3.G.1	MT
28	19	Lesson 4* Partitioning Shapes into Equal Parts (s)	3.G.2	C
36	23	Lesson 5* Partitioning Shapes into Equal Parts (s)	3.G.2	P

m-major cluster, *s*-supporting cluster, *a*-additional cluster, *discovery*-possible discovery lesson

48	31	Lesson 6* Partitioning Shapes (<i>s</i>)	3.G.2	MT
Suggested Unit 9 Assessment Date – March 14 & 15				

Unit 10: Measurement

Instructional Window (14 days): March 19 – April 13

Standard (s)

3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.

- A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7: Relate area to the operations of multiplication and addition.

- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

3.MD.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.

T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus
54	33	Lesson 1 Concepts of Area (<i>m</i>)	3.MD.5a, b	C
70	43	Lesson 2 Concepts of Area (<i>m</i>)	3.MD.5a, b	P
82	51	Lesson 3 (c) Finding Area by Counting (<i>m</i>)	3.MD.6	C
90	55	Lesson 4 (c) Finding Area with Different Square Units (<i>m</i>)	3.MD.6	P
102	63	Lesson 5 Discovering a Formula for Area (<i>m</i>)	3.MD.5a, b	C

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114	69	Lesson 6 Using a Formula for Area (<i>m</i>)	3.MD.7, a	P
124	75	Lesson 7 Area (<i>m</i>)	3.MD.5a, b	MT
130	77	Lesson 8 Relating the Distributive Property to Area (<i>m</i>)	3.MD.7c	C
142	83	Lesson 9 Relating the Distributive Property to Area (<i>m</i>)	3.MD.7c	P
154	91	Lesson 10 Decomposing Complex Figures to Find Area (<i>m</i>)	3.MD.7d	C
166	97	Lesson 11 Decomposing Complex Figures to Find Area (<i>m</i>)	3.MD.7d	P
176	103	Lesson 12 Perimeter vs. Area (<i>a</i>)	3.MD.8	C
188	109	Lesson 13 Perimeter vs. Area (<i>a</i>)	3.MD.8	P
198	115	Lesson 14 Perimeter and Area (<i>m</i>)	3.MD.7a-d, 3.MD.8	MT
Suggested Unit 10 Assessment Date – April 16 & 17				

Unit 11: Measurement of Time, Volume, and Mass

Instructional Window (14 days): April 18 – May 7				
Standard (s)				
3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.				
3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.				
T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus
204	117	Lesson 1 Tell and Write Time to the Nearest Minute (<i>m</i>)	3.MD.1	C
212	121	Lesson 2 Tell and Write Time to the Nearest Minute (<i>m</i>)	3.MD.1	P

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224	129	Lesson 3 Measure Time Intervals in Minutes (<i>m</i>)	3.MD.1	C
234	135	Lesson 4 Measure Time Intervals in Minutes (<i>m</i>)	3.MD.1	P
250	145	Lesson 5 Word Problems: Time Intervals (<i>m</i>)	3.MD.1	C
258	149	Lesson 6 Word Problems: Time Intervals (<i>m</i>)	3.MD.1	P
270	157	Lesson 7* Time (<i>m</i>)	3.MD.1	MT
276	159	Lesson 8 (c) Measure and Estimate Volume (<i>m</i>)	3.MD.2	C
286	163	Lesson 9 (c) Measure and Estimate Volume (<i>m</i>)	3.MD.2	P
298	171	Lesson 10 Word Problems: Volume (<i>m</i>)	3.MD.2	P
308	177	Lesson 11 (c) Measure and Estimate Mass (<i>m</i>)	3.MD.2	C
320	183	Lesson 12 (c) Measure and Estimate Mass (<i>m</i>)	3.MD.2	P
332	191	Lesson 13 Word Problems: Mass (<i>m</i>)	3.MD.2	P
342	197	Lesson 14* Mass (<i>m</i>)	3.MD.2	MT
Suggested Unit 11 Assessment Date – May 8 & 9				

Unit 12: Data and Graphing

Instructional Window (8 days): May 10 – May 21				
Standard (s)				
3.MD.3: Draw a scaled picture graph 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 bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>				
3.MD.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.				
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348	199	Lesson 1 Scaled Picture Graphs (<i>s</i>)	3.MD.3	C
358	205	Lesson 2 Scaled Picture Graphs (<i>s</i>)	3.MD.3	P
374	217	Lesson 3 Scaled Bar Graphs (<i>s</i>)	3.MD.3	C
386	223	Lesson 4 Scaled Bar Graphs (<i>s</i>)	3.MD.3	P
404	237	Lesson 5* Scaled Graphs (<i>s</i>)	3.MD.3	MT
410	239	Lesson 6 Measuring Objects and Creating Line Plots (<i>s</i>)	3.MD.4	C
424	247	Lesson 7 Measuring Objects and Creating Line Plots (<i>s</i>)	3.MD.4	P
438	257	Lesson 8* Measuring Objects and Creating Line Plots (<i>s</i>)	3.MD.4	MT
Suggested OPTIONAL Unit 12 Assessment Date – May 22 & 23				

End of Trimester 3 Assessments

<p>Suggested Review Day for Trimester 3 Benchmark Date – May 24 Suggested Trimester 3 Cumulative Benchmark Date – May 25 & 29 Performance Task – May 30 & 31</p>

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