2016-2017

3rd Grade Math Curriculum Pacing Guide

3rd Grade Curriculum Team

Bloomfield Schools

2016-2017

3rd Grade CCSSM Overview

Math Common Core Pacing Guide Introduction

The Bloomfield School District pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the focus standards by quarter. Teachers should understand that the focus standards emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will recur across all quarters due to their importance and need to be addressed on an ongoing basis.

The Math pacing guides are grounded in four key components: the key fluency expectations for each grade level, the critical areas designated in the CCSS Math Standards, the Common Core Standards for Mathematics and the integration of the Standards for Mathematical Practice. In planning instruction it is important that math teachers incorporate the 8 mathematical practices for mathematics to ensure that the Common Core standards are mastered by all students.

The Math CCSS pacing guides contain the following elements:

- Grade Level: Identify the grade level of the intended standard
- Standard with code: Defines the knowledge and skills for students. The code contains the grade level, domain and standard number.
- Domain: Larger groups of related standards. Standards from different domains may sometimes be closely related.

DOK level of learning is embedded in the Math standards in this format. For students to develop mastery in content area teacher must use scaffolding and begin to develop more rigorous activities within the standard.

Example: Numeracy: Adding single digit numbers: students use manipulatives and recall to know what 2+2 is : Level 2 : mastery of skill using different fact families to compare: DOK level 3: students begin to analyze and differentiate between 4+4= and 2+2= DOK level 4: Students begin to make connections with patterns in single digit addition groups.

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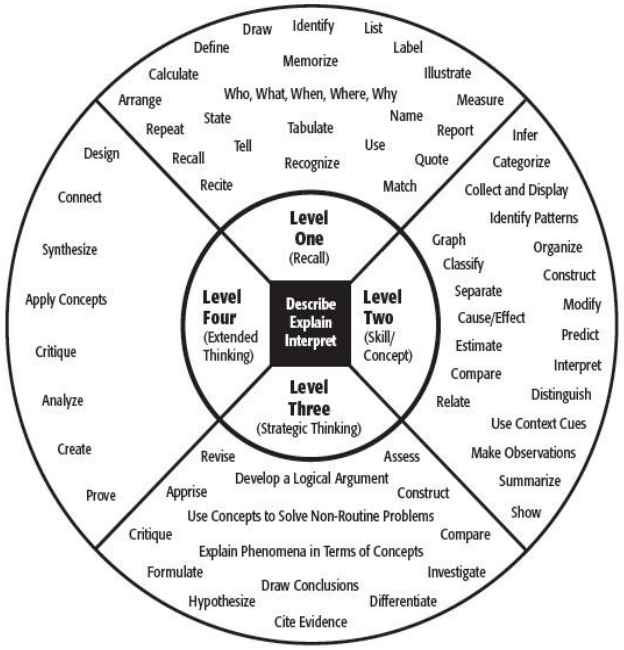
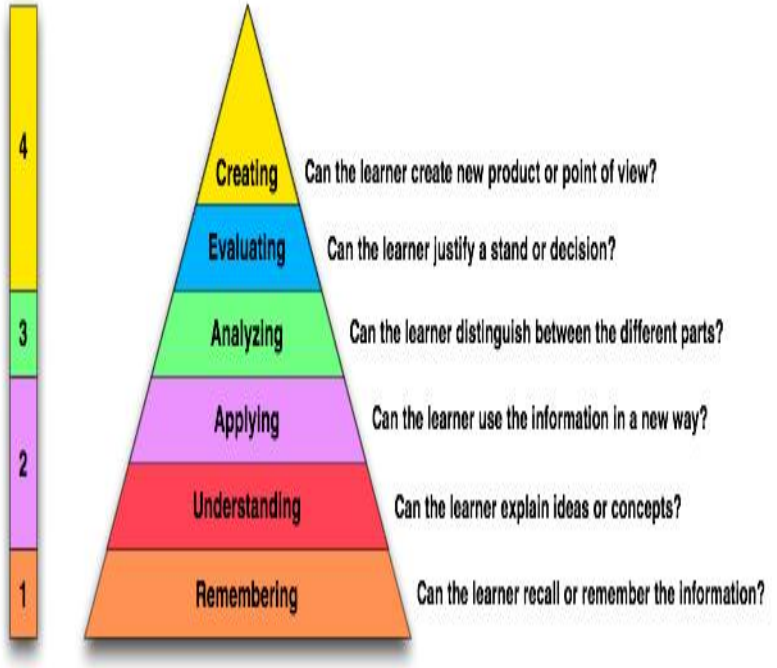
Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Relationship between Depth of Knowledge and Bloom's Taxonomy



DoK Levels New Version of Bloom's Taxonomy http://www.odu.edu/educ/llschult/blooms_taxonomy.html

Depth of Knowledge was developed through a ten-state grant initiative to streamline Bloom's taxonomy to facilitate state-wide assessments.

3rd Grade CCSSM Overview

	Quarter 1							
	Essential Learning Area: *Use place value and properties of operations to perform multi-digit arithmetic -- ±25 Days*							
	Standards	**Overarching concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
Week 1 and 2	**3.NBT.1** **3.NBT.2** **3.OA.A1* /3.MD.C.7.B** ***MP: 3, 4, 6, 8***	Use place value understanding to round whole numbers to the nearest 10 or 100. Fluently add and subtract within 1000.	(± 25)	2-3 3	Reinforce	• Round whole numbers to the nearest 10 or 100. • Add up to 1000 using different strategies. • Subtract 3 digit numbers using different strategies.	I	Envisions

3rd Grade CCSSM Overview

								Quarter 1
	Essential Learning Area: *Understand properties of multiplication and the relationship between multiplication and division. -- ±10 Days*							
	Standards	**Overarching concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
Weeks 3-6	**3.OA.1** **3.OA.3** **3.OA.5** **3.NBT.A.3** **3.OA.C.7** ***MP: 1,2,3,4,5,6,7,8***	Apply properties of operations as strategies to multiply and divide.	(±10)	2	Introduce	• Use the properties of multiplication and division to solve problems. • Use multiplication to solve word problems. • Represent word problems using equations with a letter standing for the unknown quantity. • Find the product using equal groups, arrays, and repeated addition. • Show division as equal sharing. • Find the quotient of whole numbers using equal groups.		Envisions
		Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.		1	Introduce			
		Interpret products of whole numbers.		2	Introduce			
		Assess only commutative property Week 4		1	Introduce			

3rd Grade CCSSM Overview

	Quarter 1							
	Essential Learning Area: *Represent and solve problems involving multiplication and division– ±25 Days*							
	Standards	**Overarching concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
Week 7 & 8	**3.OA.1** **3.OA.2** **3.OA.3** **3.OA.9** **3.OA.D.8** ***MP: 1,2,3,4,5,6,7,8***	• Interpret products of whole numbers. • Interpret whole-number quotients of whole numbers. • Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. • Identify arithmetic patterns and explain them using properties of operations.	(± 25) *(±10 days in Qtr. 1, ±15 days in Qtr. 2)* *This concept will be revisited in the 4th qtr*	2	Introduce	-Use various strategies to find the product, i.e. equal groups, arrays, repeated addition. -Solve division problems using multiple strategies, i.e. repeated subtraction, related multiplication, arrays, and pictures. -Tell what the numbers in a division problem mean. -Find the quotient of whole numbers using equal groups. -Multiply and divide within 100 to solve word problems. Decide when to multiply or divide to solve word problems. - Identify patterns Explain rules for a pattern using properties of operations. Explain relationships between the numbers in a pattern.		Envisions

3rd Grade CCSSM Overview

	Quarter 1							
	Essential Learning Area: *Represent and solve problems involving multiplication and division– ±25 Days*							
Week 9	**Standards**	**Overarching concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
	MD.7.d **RTI and Assess**	**Quarter 1 concepts**		3 & 4	reinforce			Envisions

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Quarter 2

Essential Learning Area: Represent and solve problems involving multiplication and division– ±25 Days

	Standards	Overarching concepts	Estimated # of Days	DOK	Level of Learning	Assessed learning targets that students will know and be able to do	Student Outcome	Resources
Weeks 1-3	**Week 1** **3MD.1** **3MD.C.5.A** **Week 2** **3MD.C.5.B** **3MD.C.6** **Week 3** **3.MD.C.7.A*** **3.MD.C.7.B*** **3.MD.C.7.C** **3.MD.C.7.D*** **3.OA.1** **3.OA.2** **3.OA.3** **3.OA.9**	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. Interpret products of whole numbers. 3. OA.1 In the 1st Quarter, students were introduced to the idea that multiplication requires them to think in terms of "groups of" instead of individual things. Students learned that the multiplication symbol "x" means groups of and problems such as 5 x 7 refers to 5 groups of 7. Students should practice and apply in this quarter. Special Note: arrays should be rows x columns. 3. OA.2 Students should be practicing and applying the idea that there are two distinct models of division; the partition model which focuses on how many in each group. For example, students learn that in division when given 12 ÷ 3 you know the number of groups, but need to know how many in each group. With the measurement model of division (repeated subtraction), when given 12 ÷ 4, you know how many are in each group and need to find out how many groups there are. If there are 12 cookies on the counter and you put 3 cookies in each bag, how many bags do Third Grade – 2 nd Nine Week Period 6 you have? See Table 2, page 89 of the red Common Core reference guide . 3. OA.3 This standard has a footnote that references Table 2, page 89 of the red Common Core Reference Guide. The table gives examples of common multiplication and division situations. Students will apply their skills from 3.OA.1 and 3.OA.2 into contexts of word problems identifying the unknown. The standard specifies that the word problems be situations that involve equal groups, arrays, and measurement quantities. According to the standard all multiplication and division problems are kept within 100. Students should be given ample experiences to explore all of the different problem structures Solve two-step word problems using the four operations.	(± 25) *(±10 days in Qtr., ±15 days in Qtr. 2)* *This concept will be revisited in the 4th qtr.*	2 3 1	Introduce Introduce	• Use various strategies to find the product, i.e. equal groups, arrays, repeated addition. • I will be able to multiply to find the product. • I will be able to show products using equal groups, arrays, and repeated addition. • I will be able to find the quotient of whole numbers using equal groups. • I will be able to what the numbers in a division problem mean. • I will be able to explain what division means. • I will be able to show division as equal sharing • I will be able to multiply to solve word problems. • I will be able to divide to solve word problems. • I will be able to	Illuminations: Exploring equal sets K-5 Math Teaching Resources Possible Read Alouds- • 100 Hungry Ants • Six Dinner Sid • Amanda Beans' Amazing Dream • The Doorbell Rang Illuminations Teacher Resources Envisions Topic 1	

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		Fluently multiply and divide within 100.					**Week 1-3 Continued**	
						• decide when to multiply or divide to solve word problems. • Identify patterns • Explain rules for a pattern using properties of operations. • Explain relationships between the numbers in a pattern		

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								Quarter 2
	Essential Learning Area: *Develop an understanding of fractions as numbers – ±15 Days*							
	Standards	**Overarching concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
Week 4 - 6	***3.MD.B.4*** **3.NF.1 Understand a fraction 1/b as the quantity formed by 1 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.2.A/B**	Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts. 2 Understand a fraction as a number on the number the model. 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.	(± 15) *This concept will be revisited in the 4th qtr.*	3	Introduce	• I can define a unit fraction. • I can recognize a unit fraction as part of a whole. • I can identify and explain the parts of a written fraction. • I can compare fractions using equal to, less than, and greater than one.		Envisions Topics that Match Pacing -Topic 9 -Lessons: 9-1, 9-2 9-3, 9-4 K-5 math teaching resources Name that Fraction

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Quarter 2

Essential Learning Area: *Develop an understanding of fractions as numbers – ±15 Days*

	Standards	Overarching concepts	Estimated # of Days	DOK	Level of Learning	Assessed learning targets that students will know and be able to do	Student Outcomes	Resources
Weeks 7-8	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 ***MP: 3,4,5,6***	Understand a fraction as a number on the number line; represent fractions on a number line diagram.		2	Introduce	I am able to understand a fraction as a number on the number line.		• Envision Math Video • Topic 11 Fractions • Module NY Engage • Student Practice • Fraction on a number line • Dynamic Paper • Equivalent Fractions • Learn Zillion • IXL EDM Cards Hershey's Mild Ch Fractions book Apple Fractions Full House
		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.		2	Introduce	• I am able to define the interval from 0 to 1 on a number line as the whole. • I am able to divide a whole on a number line into equal parts. • I am able to recognize that the equal parts between 0 and 1 stand for a fraction.		
		Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0.		2	Introduce	• I am able to Identify a fractional part on a number line. • | - - - | - - - | - - - | - - | • 0 1/4 2/4 3/4 4/4 =1		
		Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		2-3	Introduce	• I am able to explain equivalent fractions		
		Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		2-3	Introduce	• I am able to recognize equal fractions that are the same size or on a number line.		

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		Recognize and generate simple equivalent fractions.		2-3	Introduce	• I am able recognize simple equivalent fractions.		
Week 7-8 contd		Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.		2-3	Introduce	• I am able express a whole number as a fraction. • (3= 3/1)		
		Compare two fractions with the same numerator or the same denominator by reasoning about their size.		2-3	Introduce	• Compare two fractions with the same numerator. • Compare two fractions with the same denominator. • Recognize that to correctly compare two fractions they must have the same whole. • Compare fractions using >, <, or =.		

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	Quarter 2							
Week 9	***Essential Learning Area:*** *Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects – ±10 Days*							
	Standards	**Overarching concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
	3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.	(± 10)	2	Introduce	-Tell and write time to the nearest minute. -Solve word problems involving addition and subtraction of time (elapsed time). - Measure liquid volumes using grams and liters. -Solve one step word problems involving volume. -Measure masses of objects using grams and kilograms. -Solve one step word problems involving masses.		

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	Quarter 3							
	Essential Learning Area: *Represent and interpret data– ±20 Days*							
	Standards	**Student Learning Concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
Week 1-4	***Week 1*** ***3.NF.A.3.B*** ***3.NF.A.3.C*** ***Week 2*** ***3.OA.A.2*** ***Week 3*** ***3.OA.B.6*** ***Week 4*** ***3.MD.8*** ***MP 1,2,3,4,5,6,7,8***	**REVIEW STANDARDS Addition, Subtraction, Multiplication and Division** **CCSS.MATH.CONTENT.3.NBT.A.3.B** **CCSS.MATH.CONTENT.3.NBT.A.3.C** 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.	(± 5) (15)	3	Reinforce	Draw a scaled picture graph to represent a data set with several categories. • Draw a scaled bar graph .Cto represent a data set with several categories. • Solve one and two-step problems using information from a bar graph to determine. (how many more/less)		-Review addition and subtraction concepts -Review Multiplication and Division Concepts.

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	Week 1-4 Continued							
		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.		3-4	Reinforce	• Generate measurement data by measuring lengths using rulers marked with halves of an inch. • Generate measurement data by measuring lengths using rulers marked with fourths of an inch. • Make a line plot using whole numbers, halves, quarter.		• Learn Zillion Measurement Data • Khan Academy Creating Bar charts

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	Quarter 3							
	Essential Learning Area: *Represent and interpret data– ±20 Days*							
	Standards	**Overarching Concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
Week 5-6	**3MD.A.2** **3.MD.B.3**	**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.	(± 10) *This concept will be revisited in the 4th qtr.*	2 2-3	Introduce Introduce	• Identify and define two-dimensional shapes based on their attributes. • Identify rhombuses, rectangles, and squares as quadrilaterals. • Define attributes. • Describe, analyze, and compare properties of two-dimensional shapes. • Compare and classify shapes by attributes, sides and angles. • Group shapes with shared attributes. Draw examples that are and are not quadrilaterals. • Divide shapes into equal parts. Describe the area of each part as a fractional part of the whole.		Polygon and it's attributes Quadrilaterals K-5 math resources 3.g.2

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								Quarter 3
	Essential Learning Area: *Represent and interpret data– ±20 Days*							
	Standards	**Overarching Concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student outcomes**	**Resources**
Weeks 7	**3.G.1** **3.G.2**	Understand that shapes in different categories may share and that the shared attributes can define a larger category. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	(± 5) *This concept will be revisited in the 4th qtr.*	3	Reinforce			
	Standards	**Overarching Concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**			
Weeks 8 & 9	**3.MD.5** **3.MD.5.a** **3.MD.5.b** **3.MD.6** **3.MD.7** **3.MD.7 a** ***3.MD.7b*** ***3.MD.7c*** ***3.MD.7d***	Recognize area as an attribute of plane figures and understand concepts of area measurement	(± 10) *This concept will be revisited in the 4th qtr.*	2-3	Develop			
		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.						

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	Quarter 3, Week 8 & 9							
	3.MD.5 **3.MD.5.a** **3.MD.5.b** **3.MD.6**	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		1				
		Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units)						
Week 8 & 9 cont		Relate area to the operations of multiplication and addition		2	Introduce			
		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.		2	Introduce			
	3.MD.7 **3.MD.7 a** ***3.MD.7b*** ***3.MD.7c*** ***3.MD.7d***	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.		2-3	Introduce			
		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.						

	Quarter 4							
	Essential Learning Area: *Represent and solve problems involving multiplication and division -- ±15 days*							
	Standards	**Overarching Concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student outcome**	**Resources**
Week 1-3	**3.OA.7** **3.OA.8** **3.OA.5** **3.OA.6** **3.OA.4** ***MP: 1,2,3,4,5,6,7,8***	Fluently multiply and divide within 100.	+10 days	2	Reinforce	Use strategies to multiply and divide within 100.		
		Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.		2	Reinforce	• Identify the order of operations of a problem. • Identify different strategies for estimating. Construct an equation with a letter standing for the unknown quantity. • Solve two-step word problems using the four operations. • Justify my answer using estimation strategies and mental computation.		
		Apply properties of operations as strategies to multiply and divide.		2	Reinforce	• Use the properties of multiplicatio n and division to solve problems.		
		Understand division as an unknown-factor problem.		1	Reinforce			

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		Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		2	Introduce	• Use the properties of multiplication and division to solve problems.		
		Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.		2	Introduce	• Multiply one digit whole numbers by multiples of 10.		

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Quarter 4

Essential Learning Area: *Developing understanding of fractions as numbers -- ±10 days*

	Standards	Overarching Concepts	Estimated # of Days	DOK	Level of Learning	Assessed learning targets that students will know and be able to do	Student Outcomes	Resources
Week 4-6	**3.NF.2a** **3.NF.2b** **3.NF.3a** **3.NF.3b** **3.NF.3c** **3.NF.3d** ***MP: 3,4,5,6***	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.	(±10)	2	Reinforce	Define the interval from 0 to 1 on a number line as the whole.		
		Represent a fraction *a/b* on a number line diagram by marking off *a* lengths 1/*b* from 0.		2	Reinforce	• Identify a fractional part on a number line.		
		Understand two fractions as equivalent if they are the same size, or the same point on the number line.		2-3	Reinforce	• Identify equal fractions that are the same size or on a number line.		
		Recognize and regenerate simple equivalent fractions.		2-3	Reinforce	• Divide a whole on a number line into equal parts.		
		Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.		2-3	Reinforce	• Recognize that the equal parts between 0 and 1 stand for a fraction.		
		Compare two fractions with the same numerator or the same denominator by reasoning about their size.		2-3	Reinforce	• Recognize that to correctly compare two fractions they must have the same whole. Compare fractions using >, <, or =.		

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	Quarter 4							
	Essential Learning Area: *Geometric measurement: understand concepts of area and relate area to multiplication and to addition -- ±5 days*							
	Standards	**Overarching Concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
Week 7	**3.MD.7a** **3.MD.7b** **3.MD.7c** **3.MD.7d** ***MP: 1,2,3,4,5,6,7,8***	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.	(±5)	2	Reinforce	Find the area of a rectangle using tiles and relate it to multiplication. This means that area can be represented by multiplying unit length x width.		
		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.		2		Multiply to find area of rectangles using whole numbers to solve real world problems.		
		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 $a \times c$.		2		Find the area of a rectangle by modeling the distributive property.		
		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		Separate a polygon into separate rectangles to find the area of each and add them together to find the total area.		

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	Quarter 4							
	Essential Learning Area: *Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and are measures -- ±5 days*							
	Standards	**Overarching Concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
Week 8	**3.MD.8** ***MP: 1,2,3,4,5,6,7,8***	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.	(±5 days)	2	Reinforce	-Find the perimeter when given the length of sides. -Find the perimeter when there is an unknown side length. Create rectangles with the same perimeter and different areas. Create rectangles with the same area and different perimeters.		

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	Quarter 4							
	Essential Learning Area: *Reason with shapes and their attributes -- ±5 days*							
	Standards	**Overarching Concepts**	**Estimated # of Days**	**DOK**	**Level of Learning**	**Assessed learning targets that students will know and be able to do**	**Student Outcomes**	**Resources**
Week 9	**3.G.1** ***MP: 3,4,5,6,7***	Understand that shapes in different categories may share and that the shared attributes can define a larger category.	(±5 days)	2	Reinforce	Identify and define two-dimensional shapes based on their attributes. • Identify rhombuses, rectangles, and squares as quadrilaterals. • Define attributes. Describe, analyze, and compare properties of two-dimensional shapes. • Compare and classify shapes by attributes, sides and angles. Group shapes with shared attributes. • Draw examples that are and are not quadrilaterals.		
	Time buffered throughout for various assessments.							

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