West Carroll Special School District
Instructional Plan/Pacing Guide, 2016-2017

Teacher:	Lee Ann Coleman	**Co-Teacher:**	
Subject:	Math	**Grade Level:**	Third

Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery What student generated product will demonstrate that he/she has met the learning expectation?	Pacing (Beginning and ending dates of instruction)
1 Addition and Subtraction within 1,000	3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	Number Patterns	Students will identify and describe whole-number patterns and solve problems using an addition table.	Students will display patterns in an addition table. Students will use the identity property to show addition.	August 8th
1 Addition and Subtraction within 1,000	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	Round to the nearest ten or hundred.	Students will round 2 or 3 digit numbers to the nearest ten or hundred using a number line.	Students will round numbers by comparing the digit to the right of the rounding place to 5.	August 9th
0dt5 Addition and Subtraction within 1,000	Tennessee Standard number 3.NBT.1	Estimate sums	Students will use compatible numbers and rounding to estimate sums.	Students will first find compatible numbers or round numbers. Then students will find sums of the compatible or rounded numbers.	August 10th
1 Addition and Subtraction within 1,000	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.	Mental Math strategies for Addition	Students will find sums mentally using skip counting, number line, compatible numbers, or friendly numbers strategies.	Students will use and explain mental math strategies to find sums.	August 11th

Addition and Subtraction within 1,000	Tennessee standard 3.NBT.2	Use Properties to add	Students will use commutative and associative properties of addition to add more than two addends.	Students will find sums of multiple addends.	August 12th
1 Addition and Subtraction within 1,000	Tennessee standard 3.NBT.2	Use the Break Apart Strategy to add	Students will add 3 digit numbers using the break apart strategy.	Students will first write 3 digit numbers in expanded form. Then students will find sums mentally	August 15th
1 Addition and Subtraction within 1,000	Tennessee standard 3.NBT.2	Use place value to add	Students will add 3 digit numbers using place value	Students will use various strategies to find sums using place value to regroup when necessary.	August 16th
1 Addition and Subtraction within 1,000	Tennessee standard 3.NBT.1	Estimate Differences	Students will find differences using compatible numbers	Students will first find compatible numbers or round numbers. Then students will find differences of compatible or rounded numbers	August 17th
1 Addition and Subtraction within 1,000	Tennessee standard 3.NBT.2	Mental Math strategies for subtraction	Students will find differences using number line, friendly numbers, or break apart strategies	Students will use and explain mental math strategies to find differences	August 18th
1 Addition and Subtraction within 1,000	Tennessee standard 3.NBT.2	Use Place value to subtract	Students will subtract 3 digit numbers	Students will use various strategies to find differences using place value to regroup when necessary	August 19th
1 Addition and Subtraction within 1,000	Tennessee standard 3.NBT.2	Combine place values to subtract	Students will subtract 3 digit numbers using the combine place value strategy	Students will combine tens and ones or tens and hundreds if it is easier to subtract. Last students will subtract the hundreds.	August 22nd
1 Addition and Subtraction within 1,000	3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.	Problem Solving- Model addition and subtraction	Students will solve addition and subtraction problems by drawing diagrams.	Students will use bar models to solve story problems.	August 23rd - August 24th

	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.				
1 Addition and subtraction within 1,000	Tennessee standard 3.NBT.1,3.NBT.2, 3.OA.9, 3.OA.8	Chapter 1 test			August 25th
2 Represent and Interpret Data	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.	Organize Data	Students will organize data in tables and solve problems by using the strategy Make A Table.	Students will solve 2 step word problems using equations and organizing data into tables.	August 26th
2 Represent and Interpret Data	Tennessee standard 3.MD.3	Use Picture Graphs	Students will read and interpret data in a scaled picture graph.	Students will answer questions using data from a picture graph.	August 29th
2 Represent and Interpret Data	Tennessee standard 3.MD.3	Make Picture Graphs	Students will draw a scaled picture graph to show data in a table.	Students will create picture graphs to represent data.	August 30th
2 Represent and Interpret Data	Tennessee Standard 3.MD.3	Use Bar Graphs	Students will read and interpret a scaled bar graph.	Students will answer questions using data in a bar graph.	August 31st
2 Represent and Interpret Data	Tennessee Standard 3.MD.3	Make a Bar Graph	Students will draw a scaled bar graph to show data in a table or picture graph.	Students will create bar graphs to represent data	September 1st
2 Represent and Interpret Data	Tennessee Standard 3.MD.3	Solve Problems Using Data	Students will solve 1 and 2 step problems using data represented in scaled bar graphs.	Students will answer questions using data in bar graphs.	September 2nd

2 Represent and Interpret Data	Tennessee Standard 3.MD.3	Use and Make Line Plots	Students will read and interpret data in a line plot and use data to make a line plot.	Students will answer questions using a line plot. Students will create a line plot using data.	September 5th
2 Represent and Interpret Data	Tennessee Standard 3.MD.3	Chapter 2 test			September 6th
3 Understand Multiplication	3.OA.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	Count Equal Groups	Students will Model and skip count objects in equal groups to find how many there are.	Students will count numbers of groups and numbers in each group to find a total.	September 7th
3 Understand Multiplication	Tennessee Standard 3.OA.1	Relate Addition and Multiplication	Students will write an addition sentence and a multiplication sentence for a model.	Students will write repeated addition sentences and multiplication sentences to represent equal groups.	September 8th
3 Understand Multiplication	3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,	Skip Count on a Number Line	Model and skip count on a number line to find how many there are.	Students will make jumps on a number line. Each jump will be the same number of skips each time.	September 9th – 13th
3 Understand Multiplication	3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of	Problem solving- Model Multiplication	Students will solve 1 and 2 step problems by using the strategy draw a diagram.	Students will put information from math stories into bar models and equations to solve problems.	September 14th – 16th

	answers using mental computation and estimation strategies including rounding.				
3 Understand Multiplication	Tennessee Standard 3.OA.3	Model with Arrays	Students will use arrays to model products and factors.	Students will draw arrays to solve multiplication equations. Students will write equations to represent arrays.	September 17th
3 Understand Multiplication	3.OA.5 Apply properties of operations as strategies to multiply and divide.	Commutative Property of Multiplication	Students will model the commutative property of multiplication and use it to find products.	Students will draw arrays and equal groups to show the commutative property.	September 18th
3 Understand Multiplication	Tennessee Standard 3.OA.5	Multiply with 1 and 0	Students will model multiplication with the factors 1 and 0	Students will find products to equations with 1 and 0 factors.	September 20th – 21st
3 Understand Multiplication	Tennessee Standards 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.8	Chapter 3 test			September 22nd
4 Multiplication Facts and Strategies	3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,	Multiply with 2 and 4	Students will multiply with 2 and 4	Students will use pictures, skip counting, or doubles to multiply with the factors 2 and 4	September 23rd – 27th
4 Multiplication Facts and Strategies	3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays,	Multiply with 5 and 10	Students will multiply with the factors 5 and 10	Students will use skip counting, a number line, or a bar model to multiply the factors 5 and 10	September 28th –30th

	and measurement quantities,				
4 Multiplication Facts and Strategies	3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,	Multiply with 3 and 6	Students will multiply with the factors3 and 6	Students will draw pictures, use 5s facts and addition doubles, ore a multiplication table to multiply with the factors 3 and 6.	October3rd – 5th
4 Multiplication Facts and Strategies	3.OA.B.5 Apply properties of operations as strategies to multiply and divide.	Distributive property	Students will use the distributive property to find products	Students will use the distributive property to find products by breaking apart arrays	October 6th -7th
4 Multiplication Facts and Strategies	3.OA.C.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division	Multiply with 7	Students will multiply with 7	Students will use the commutative or distributive properties to multiply with 7	October 17th – 19th
4 Multiplication Facts and Strategies	3.OA.B.5	Associative property of multiplication	Students will use the associative property of multiplication to multiply with three factors.	Students will use parenthesis to group three factors	October 20th
4 Multiplication Facts and Strategies	3.OA.D.9 Identify arithmetic patterns and explain them using properties of operations	Patterns on the multiplication table	Students will identify and explain patterns on the multiplication table.	Students will use a multiplication table to find products.	October 21st - 24th
4 Multiplication Facts and Strategies	3.OA.C.7	Multiply with 8	Students will multiply with the factor 8	Students will use doubles, a number line, or the associative property to multiply with the factor 8	October 25th - 27th
4	3.OA.C.7	Multiply with 9	Students will multiply with the factor 9	Students will use the distributive property with addition or	October 28th – November 1st

Multiplication Facts and Strategies				subtraction or patterns to multiply with the factor 9	
4 Multiplication Facts and Strategies	3.OA.D.8 Solve two step word problems using the four operations. 3.OA.D.9	Problem solving- Multiplication	Solve multiplication word problems.	Students will use the make a table strategy to solve multiplication problems	November 2nd – 3rd
4 Multiplication Facts and Strategies	3.OA.D.8, 3.OA.D.9, 3.OA.C.7, 3.OA.B.5, 3.OA.A.3	Chapter 4 test			November 4th
5 Use Multiplication Facts	3.OA.D.9	Describe patterns	Students will identify and describe a number pattern shown in a function table.	Students will complete function tables by looking for patterns	November 7th - 8th
5 Use Multiplication Facts	3.OA.A.4 Determine the unknown whole numbers in a multiplication or division equation relating three whole numbers	Find Unknown Numbers	Students will find unknown factors	Students will use an array or a multiplication table to find an unknown factor	November 9th – 11th
5 Use Multiplication Facts	3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10-90 using strategies based on place value and properties of operations	Problem solving- use the distributive property	Students will solve multiplication problems	Students will draw diagrams to solve multiplication word problems	November 14th – 15th
5 Use Multiplication Facts	3.NBT.A.3	Multiplication strategies with multiples of 10	Students will multiply with multiples of 10	Students will use base-ten blocks, a number line, or place value to multiply	November 16th – 17th
5 Use Multiplication Facts	3.NBT.A.3	Multiply 1Digit numbers by multiples of 10	Students will model and record multiplication with multiples of 10	Students will find products for multiples of 10	November 18th
5	3.NBT.A.3, 3.OA.A.4, 3.OA.D.9	Chapter 5 test			November 22nd

Use Multiplication Facts					
6 Understand Division	3.OA.A.3	Problem Solving-Model Division	Students will solve division problems	Students will act out division problems	November 28th – 30th
6 Understand Division	3.OA.A.2 Interpret whole-number quotients of whole numbers	Size of Equal Groups	Students will explore the meaning of partitive division.	Students will use models to divide.	December 1st – 2nd
6 Understand Division	3.OA.A.2	Number of Equal Groups	Students will explore the meaning of quotative division	Students will use models to divide	December 5th – 6th
6 Understand Division	3.OA.A.2	Model with bar models	Students will model division	Students will use equal groups and bar models to divide	December 7th – 8th
6 Understand Division	3.OA.A.3	Relate subtraction and division	Students will relate subtraction and division	Students will use repeated subtraction and a number line to divide.	December 9th – 12th
6 Understand Division	3.OA.A.3	Model with Arrays	Students will model division	Students will model division by using arrays	December 13th – 14th
6 Understand Division	3.OA.B.6 Understand division as an unknown factor problem	Relate Multiplication and Division	Students will relate multiplication and division as inverse operations.	Students will use bar models and arrays to relate multiplication and division	December 15th
6 Understand Division	3.OA.C.7	Write Related Facts	Students will write related multiplication and division facts	Students will use arrays to write related multiplication and division facts.	December 16th
6 Understand Division	3.OA.B.5	Division Rules for 1 and 0	Students will divide using the rules for 1 and 0	Students will demonstrate the rules for dividing 1 and 0	December 19th
6 Understand Division	3.OA.B.5, 3.OA.B.6, 3.OA.A.3, 3.OA.A.2	Chapter 6 test			December 20th
7 Division Facts and Strategies	3.OA.A.3	Divide by 2	Students will divide by 2	Students will use models to represent division by 2	January 4th – 6th

7 Division Facts and Strategies	3.OA.C.7	Divide by 10	Students will divide by 10	Students will use repeated subtraction, a number line, or multiplication table to divide by 10	January 9th – 10th
7 Division Facts and Strategies	3.OA.A.3	Divide by 5	Students will divide by 5	Students will count up by 5s, count back on a number line, or use 10s facts to divide by 5	January 11th - 12th
7 Division Facts and Strategies	3.OA.C.7	Divide by 3	Students will divide by 3	Students will use equal groups, a number line, or a related multiplication fact to divide by 3	January 13th – 17th
7 Division Facts and Strategies	3.OA.C.7	Divide by 4	Students will divide by 4	Students will use an array, equal groups, factors, or a related multiplication fact to divide by 4	January 18th – 20th
7 Division Facts and Strategies	3.OA.C.7	Divide by 6	Students will divide by 6	Students will use equal groups, a related multiplication fact or factors to divide by 6	January 23rd – 25th
7 Division Facts and Strategies	3.OA.C.7	Divide by 7	Students will divide by 7	Students will use an array, a related multiplication fact, or equal groups to divide by 7	January 26th – 27th
7 Division Facts and Strategies	3.OA.A.3	Divide by 8	Students will divide by 8	Students will use repeated subtraction , a related multiplication fact, or a multiplication table to divide by 8	January 30th – 31st
7 Division Facts and Strategies	3.OA.C.7	Divide by 9	Students will divide by 9	Students will use equal groups , factors, or a related multiplication fact to divide by 9	February 1st – 2nd
7 Division Facts and Strategies	3.OA.D.8	Problem Solving- Two step problems	Students will solve two step problems.	Students will act out two step word problems	February 3rd – 6th
7 Division Facts and Strategies	3.OA.D.8	Investigate- order of operations	Students will perform operations in order when there are no parentheses	Students will use order of operations to divide.	February 7th – 9th
7 Division Facts and Strategies	3.OA.D.8, 3 OA.C.7, 3.OA.A.3, 3.OA.A.2	Chapter 7 test			February 10th
8 Understand Fractions	3NF.A.1 Understand a fraction as the quantity formed by 1 part when a	Equal parts of a whole	Students will explore and identify equal parts of a whole.	Students will count and label parts of shapes	February 13th – 14th

	whole is partitioned into equal parts; understand a fraction as the quantity formed by a parts of size				
8 Understand Fractions	3.NF.A.1	Unit Fractions of a whole	Students will use a fraction to name one part of a whole that is divided into equal parts	Students will count equal parts and write fractions.	February 15th – 16th
8 Understand Fractions	3.NF.A.1	Fractions of a Whole	Students will read, write, and model fractions that represent more than one part of a whole that is divided into equal parts.	Students will label equal parts of shapes	February 21st – 22nd
8 Understand Fractions	3.NF.A.2a 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.	Fractions on a Number Line	Students will represent and locate fractions on a number line.	Students will label fractions on a number line.	February 23rd – 24th
8 Understand Fractions	3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers	Relate Fractions and Whole Numbers	Students will relate and whole numbers by expressing whole numbers as fractions and recognizing fractions that are equivalent to whole numbers.	Students will label equal or not equal to describe a relationship between whole numbers and Fractions.	February 27th – 28th
8 Understand Fractions	3.NF.A.1	Fractions of a Group	Students will model, read, and write fractional parts of a group	Students will circle items to form equal groups and use the circles to write fractions.	March 1st – 2nd
8 Understand Fractions	3.NF.A.1	Find Part of a Group Using Unit Fractions	Students will find fractional parts of a group using unit fractions	Students will circle items to show equal groups and write unit fractions	March 3rd - 7th

8 Understand Fractions	3.NF.A.1	Problem Solving- Find the whole group using unit fractions	Students will solve fraction problems	Students will draw diagrams to solve fraction problems	March 8th – 10th
8 Understand Fractions	3.NF.A.1, 3.NF.A.3 , 3.NF.2a,	Chapter 8 test			March 13th
9 Compare Fractions	3.NF.A.3d 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	Problem Solving – compare fractions	Students will solve comparison problems using fractions	Students will act out problems using fractions	March 14th – 17th
9 Compare Fractions	3.NF.A.3d	Compare fractions with the same denominator	Students will compare fractions with the same denominator.	Students will use models and reasoning strategies to compare fractions	March 20th – 21st
9 Compare Fractions	3.NF.A.3d	Compare fractions with the same numerator	Students will compare fractions with the same numerator	Students will use models and reasoning strategies to compare fractions	March 22nd - 24th
9 Compare Fractions	3.NF.A.3d	Compare Fractions	Students will compare fractions	Students will use models and strategies to compare fractions	April 3rd
9 Compare Fractions	3.NF.A.3d	Compare and Order Fractions	Students will compare and order fractions	Students will use models and strategies to compare and order fractions	April 4th
9 Compare Fractions	3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line	Investigate – Model Equivalent Fractions	Students will model equivalent fractions.	Students will model equivalent fractions by folding paper, using area models, and using number lines.	April 5th – 6th

9 Compare Fractions	3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., 1/2 =2/4, 4/6 = 2/3). Explain why the fractions are equivalent	Equivalent Fractions	Students will generate equivalent fractions by using models	Students will use models to show equivalent fractions.	April 7th
9 Compare Fractions	3.NF.A.3b, 3.NF.A.3a, 3.NF.A.3d	Chapter 9 Test			April 10th
10 Time, Length, Liquid Volume, and Mass	3.MD.A.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.	Time to the Minute	Students will read, write, and tell time on analog and digital clocks to the nearest minute.	Students will write time in several ways.	April 11th
10 Time, Length, Liquid Volume, and Mass	3.MD.A.1	A.M. and P.M.	Students will decide when to use A.M. and P.M. when telling time to the nearest minute.	Students will use A.M. and P.M. after reading different scenarios	April 12th
10 Time, Length, Liquid Volume, and Mass	3.MD.A.1	Measure Time Intervals	Students will measure time intervals	Students will use a number line or an analog clock to measure time intervals in minutes	April 13th
10 Time, Length, Liquid Volume, and Mass	3.MD.A.1	Use Time Intervals	Students will find starting or ending times	Students will use a number line or analog clock to add or subtract time intervals.	April 17th
10 Time, Length, Liquid Volume, and Mass	3.MD.A.1	Problem Solving – Time Intervals	Students will solve problems involving addition and subtraction of time intervals	Students will draw diagrams to solve problems involving time intervals.	April 18th
10 Time, Length, Liquid Volume, and Mass	3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves	Measure Length	Students will measure length to the nearest half or fourth inch and use data to make a line plot	Students will make a line plot to display measurement data	April 19th

	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				
10 Time, Length, Liquid Volume, and Mass	3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units,	Estimate and Measure Liquid Volume	Students will estimate and measure liquid volume in liters	Students will estimate the volume of various items.	April 20th
10 Time, Length, Liquid Volume, and Mass	3.MD.A.2	Estimate and Measure Mass	Students will estimate and measure mass in grams and kilograms	Students will estimate the mass of various objects	April 21st
10 Time, Length, Liquid Volume, and Mass	3.MD.A.2	Solve Problems about liquid volume and mass	Students will add, subtract, multiply , or divide to solve problems involving liquid volumes or masses	Students will decide which operation to use to solve liquid volume or mass problems.	April 24th
10 Time, Length, Liquid Volume, and Mass	3.MD.A.2, 3.MD.B.4, 3.MD.A.1	Chapter 10 test			April 24th
11 Perimeter and Area	3.MD.D.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	Investigate- model Perimeter	Students will explore perimeter of polygons by counting units on grid paper	Students will use grid paper to find perimeter	April 26th

	exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters				
11 Perimeter and Area	3.MD.D.8	Find Perimeter	Students will estimate and measure perimeter of polygons using inch and centimeter rulers.	Students will use rulers to measure sides and add to find perimeter	April 27th
11 Perimeter and Area	3.MD.D.8	Find Unknown side lengths	Students will find the unknown length of a side of a polygon when you know it's perimeter.	Students will use missing addends to find unknown sides.	April 28th
11 Perimeter and Area	3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. a. 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	Understand Area	Students will explore perimeter and area as attributes of polygons.	Students will draw shapes on dot paper to show area and perimeter	May 1st
11 Perimeter and Area	3.MD.C.5b 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.C.6	Measure Area	Students will estimate and measure area of plane figures by counting unit squares	Students will count unit squares to find area	May 2nd
11 Perimeter and Area	3.MD.C.7 Relate area to the operations of multiplication and addition. a. 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	Use Area Models	Students will relate area to addition and multiplication by using area models.	Students will count unit squares to find area	May 3rd

	multiplying the side lengths.				
11 Perimeter and Area	3.MD.C.7b 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.	Problem Solving- Area of rectangles	Students will solve area problems using the strategy find a pattern.	Students will multiply length times width to fill in areas of a table.	May 4th
11 Perimeter and Area	3.MD.C.7c 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 × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d. 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	Area of Combined Rectangles	Students will apply the distributive property to area models and to find the area of combined rectangles.	Students will multiply to find the areas of two rectangles and then adding the products to find the total area.	May 4th
11 Perimeter and Area	3.MD.D.8	Same Perimeter, Different Areas	Students will compare areas of rectangles that have the same perimeter	Students will find perimeter and area of a shape to compare	May 5th
11 Perimeter and Area	3.MD.D.8	Same Areas, Different Areas	Students will compare perimeters of rectangles that have the same areas	Students will find perimeter and area of a shape to compare	May 5th

11 Perimeter and Area	3.MD.D.8, 3.MD.C.7c, 3.MD.C.7d, 3.3.MD.C.7b, 3.MD.C.6, 3.MD.C.5b , 3.MD.C.5	Chapter 11 test			May 8th
12 Two-dimensional shapes	3.G.A.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	Describe Plane Shapes	Students will identify and describe attributes of plane shapes	Students will describe shapes in terms of open or closed and count line segments	May 8th
12 Two-dimensional shapes	3.G.A.1	Describe Angles in Plane Shapes	Students will describe angles in plane shapes	Students will describe angles in terms of greater than or less than right angle.	May 9th
12 Two-dimensional shapes	3.G.A.1	Identify Polygons	Students will identify polygons by the number of sides they have	Students will count sides and label polygons	May 10th
12 Two-dimensional shapes	3.G.A.1	Describe Sides of Polygons	Students will determine if lines or line segments are intersecting, perpendicular, or parallel	Students will identify and label polygons	May 11th
12 Two-dimensional shapes	3.G.A.1	Classify Quadrilaterals	Students will describe, classify, and compare quadrilaterals based on their sides and angles	Students will count sides and label quadrilaterals	May 11th
12	3.G.A.1	Draw Quadrilaterals	Students will draw quadrilaterals	Students will draw quadrilaterals by following directions	May 12th

Two-dimensional shapes					
12 Two-dimensional shapes	3.G.A.1	Describe Triangles	Students will describe and compare triangles based on the number of sides that have equal lengths and by their angles	Students will count sides and angles.	May 15th
12 Two-dimensional shapes	3.G.A.1	Problem Solving-classify plane shapes	Students will solve problems involving two-dimensional shapes	Students will draw diagrams to solve problems	May 16th
12 Two-dimensional shapes	3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. 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.	Investigate- relate shapes, fractions , and area	Students will partition shapes into parts with equal areas and express the area as a unit fraction of the whole.	Students will divide the area of shapes into equal parts and label with fractions.	May 17th
12 Two-dimensional shapes	3.G.A.1, 3.G.A.2	Chapter 12 test			May 18th
12 Two-dimensional shapes					