



Course: Mathematics

Grade: 3rd School:

Teacher:

[Standards Website](#)

1st Nine Weeks- Module 1 through Module 2, lesson 19

	Standards	Learning Target	Procedures & Engagement Activities	Assessments
1A1	KY.3.OA.1 Interpret and demonstrate products of whole numbers.	I can understand and show what happens when I multiply whole numbers together. <i>Today we will count and organize a collection of objects into equal groups to help us find the total.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1A2	KY.3.OA.1 Interpret and demonstrate products of whole numbers.	I can understand and show what happens when I multiply whole numbers together. <i>Today we will look at equal groups and represent them using the "x" symbol in a multiplication equation.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1A3	KY.3.OA.1 Interpret and demonstrate products of whole numbers.	I can understand and show what happens when I multiply whole numbers together. <i>Today we will demonstrate multiplication using arrays and write a multiplication equation.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1A4	KY.3.OA.1 Interpret and demonstrate products of whole numbers. KY.3.OA.2 Interpret and demonstrate	I can understand and show what happens when I multiply whole numbers together. I can show and explain how many of something there are	HOT Questions: 1. 2. 3.	Formative:

	whole-number quotients of whole numbers, where objects are partitioned into equal shares.	when we divide it into equal groups. <i>Today we will use factors (the numbers we multiply) to describe the numbers of groups or the number of objects in each group.</i>	Procedures/Activities:	Summative:
1A5	KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares. KY.3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem.	I can show and explain how many of something there are when we divide it into equal groups. I can use multiplication and division to solve problems about equal groups, arrays, and measurements up to 100, by drawing pictures and writing equations with symbols to show the numbers I don't know. <i>Today we will solve multiplication word problems using drawings and equations.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1B6-7	KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.	I can show and explain how many of something there are when we divide it into equal groups. <i>Today we will use equal groups to model measurement and division. In some problems I will know the total and the number of groups. In other problems I will know the total and the number of IN each group.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

1B8	KY.3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem.	I can use multiplication and division to solve problems about equal groups, arrays, and measurements up to 100, by drawing pictures and writing equations with symbols to show the numbers I don't know. <i>Today we will use arrays and equations to model division problems using the $\div$ symbol.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1B9	KY.3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem.	I can use multiplication and division to solve problems about equal groups, arrays, and measurements up to 100, by drawing pictures and writing equations with symbols to show the numbers I don't know. <i>Today we will solve division word problems using strategies, like drawings and equations, that make sense to us.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
Mid module Review, Topic A, and B Quiz				
1C10	KY.3.OA.1 Interpret and demonstrate products of whole numbers. KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and	I can understand and show what happens when I multiply whole numbers together. I can quickly and easily multiply and divide numbers up to 100. <i>Today we will use a unit of 2 in an array to demonstrate the</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	division or properties of operations.	<i>commutative property of multiplication, which says that changing the order of the numbers in a multiplication fact does not change the product.</i>		
1C1 1-1 2	KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares. KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.	I can show and explain how many of something there are when we divide it into equal groups. I can quickly and easily multiply and divide numbers up to 100. <i>Today we will use a unit of 2 and 4 in an array to demonstrate the commutative property of multiplication, which says that changing the order of the numbers in a multiplication fact does not change the product.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1C1 3	KY.3.OA.1 Interpret and demonstrate products of whole numbers. KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.	I can understand and show what happens when I multiply whole numbers together. I can quickly and easily multiply and divide numbers up to 100. <i>Today we will use a unit of 3 in an array to demonstrate the commutative property of multiplication, which says that changing the order of the numbers in a multiplication fact does not change the product.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem. KY.3.OA.8 Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). 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.	and measurements up to 100, by drawing pictures and writing equations with symbols to show the numbers I don't know. I can use different ways to solve problems that have two steps, using adding, subtracting, multiplying, or dividing, and I can check if my answers make sense by thinking about the problem and using numbers that are close. <i>Today we will represent and solve two step word problems using drawings and equations.</i>	3. Procedures/Activities:	Summative:
1 Day for Topic Review				
District Common Assessment #1				
2A1	KY.3.MD.2 Measure and solve problems involving mass and liquid volume. a. Measure and estimate masses and liquid volumes of objects using standard units of grams (g), kilograms (kg) and	I can figure out how heavy things are and how much liquid they hold by using special units like grams, kilograms, and liters. I'll make guesses about how heavy or how much liquid something is. I can solve problems about	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	volumes of objects using standard units of grams (g), kilograms (kg) and liters (L). b. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.	guesses about how heavy or how much liquid something is. I can solve problems about masses or volumes by adding, subtracting, multiplying, or dividing, using the same units like grams or liters. <i>Today we will use all four operations to solve one-step word problems involving liquid volume.</i>	Procedures/Activities:	Summative:
2A7	KY.3.MD.2 Measure and solve problems involving mass and liquid volume. a. Measure and estimate masses and liquid volumes of objects using standard units of grams (g), kilograms (kg) and liters (L). b. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.	I can figure out how heavy things are and how much liquid they hold by using special units like grams, kilograms, and liters. I'll make guesses about how heavy or how much liquid something is. I can solve problems about masses or volumes by adding, subtracting, multiplying, or dividing, using the same units like grams or liters. <i>Today we will solve one-step word problems using metric units.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2B8	KY.3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	I can use what I know about place value to round numbers to the nearest 10 or 100. <i>Today we will read temperature on a thermometer using number line concepts by looking to see the ten that comes before the top of the red liquid, and then counting the tick marks by one.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2B9	KY.3.NBT.1 Use place value understanding to	I can use what I know about place value to round numbers	HOT Questions: 1.	Formative:

	round whole numbers to the nearest 10 or 100.	to the nearest 10 or 100. <i>Today we will round two-digit numbers to the nearest ten on the vertical line by seeing which ten a number is closer to.</i>	2. 3. Procedures/Activities:	Summative:
2B1 0-11	KY.3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	I can use what I know about place value to round numbers to the nearest 10 or 100. <i>Today we will round two-digit and three-digit numbers to the nearest ten and nearest hundred on the vertical number line.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2B1 2	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will estimate sums and differences by rounding.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C1 3	KY.3.MD.3 Investigate questions involving categorical data. a. Identify a statistical question focused on categorical data and gather data; b. Create a scaled pictograph and a scaled bar graph to represent a data set (using technology or by hand); c. Make observations from the graph about the question	I can ask a question about categories, like 'What's your favorite color?' and collect data by asking people. I can make a special picture graph and a bar graph to show the data I collected. I can look at graphs and answer questions. <i>Today we will collect data, draw a bar graph that is scaled, and answer questions about the graph.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	posed, including “how many more” and “how many less” questions.			
2C1 4	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will use place value to add and subtract like units.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C1 5	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will add using the associative property to make the next ten.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C1 6	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will use compensation to add.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C1 7	KY.3.NBT.2 Fluently add and subtract within 1000 using strategies and	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like	HOT Questions: 1. 2.	Formative:

	algorithms based on place value, properties of operations and/or the relationship between addition and subtraction.	understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will use place value to subtract efficiently using take from ten.</i>	3. Procedures/Activities:	Summative:
2C1 8	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will use place value to subtract efficiently using take from a hundred.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2C1 9	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will use compensation to subtract.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
Mid module Review, Topic A, B and C Quiz				

	Standards	Learning Target	Procedures & Engagement Activities	Assessments
2D2 0	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will add using the standard algorithm when we have to make larger units once (that means we regroup ONE time).</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2D2 1	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will add using the standard algorithm when we have to make larger units twice (that means we regroup TWO times).</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
2D2 2	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will subtract using the standard algorithm</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	close. <i>Today we will solve two step word problems.</i>		
1 Day for Topic Review				
District Common Assessment #2				
3A1	KY.3.OA.5 Apply properties of operations as strategies to multiply and divide. KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.	I can use properties, or tricks and rules about math, to help me with multiplying and dividing. I can quickly and easily multiply and divide numbers up to 100. <i>Today we will organize items into equal groups to make counting them easier.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3A2	KY.3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem. KY.3.OA.4 Determine the unknown whole number in a multiplication or division	I can use multiplication and division to solve problems about equal groups, arrays, and measurements up to 100, by drawing pictures and writing equations with symbols to show the numbers I don't know. I can figure out the missing number in a multiplication or division problem with three whole numbers. I can understand division by thinking about it as a problem where I don't know one of the	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	equation relating three whole numbers.	groups or how many are in each group. <i>Today we will count by units of 6, using units of 3, to multiply and divide.</i>		
3A3	KY.3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.	I can figure out the missing number in a multiplication or division problem with three whole numbers. I can use properties, or tricks and rules about math, to help me with multiplying and dividing. <i>Today we will count by units of 8, using units of 4, to multiply and divide.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3B4	KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.	I can use properties, or tricks and rules about math, to help me with multiplying and dividing. <i>Today we will decompose arrays into smaller arrays that are easier to solve, and we will write an equation to represent that with three factors.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3B5	KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.	I can use properties, or tricks and rules about math, to help me with multiplying and dividing. <i>Today we will use the distributive property to make multiplying by 6 and 8 easier.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3B6	KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.	I can use properties, or tricks and rules about math, to help me with multiplying and dividing. <i>Today we will the distributive property to make dividing by 6 and 8 easier.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

3B9	KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.	I can use properties, or tricks and rules about math, to help me with multiplying and dividing. <i>Today we will use the associative property to multiply.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3B10	KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.	I can use properties, or tricks and rules about math, to help me with multiplying and dividing. <i>Today we will use parentheses to see which step of a problem to do first.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3B11	KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.	I can use properties, or tricks and rules about math, to help me with multiplying and dividing. <i>Today we will use the distributive property to make dividing by 7 easier.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3B12	KY.3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem.	I can use multiplication and division to solve problems about equal groups, arrays, and measurements up to 100, by drawing pictures and writing equations with symbols to show the numbers I don't know. I can quickly and easily multiply and divide numbers up to 100. <i>Today we will solve one step word problems involving multiplying and dividing.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

3C1 3-1 4	KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.	I can find and explain patterns (including addition or multiplication tables), and understand and explain why they happen. I can use properties, or tricks and rules about math, to help me with multiplying and dividing. <i>Today we will multiply by units of 9.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3C1 5	KY.3.OA.1 Interpret and demonstrate products of whole numbers. KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares. KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.	I can understand and show what happens when I multiply whole numbers together. I can show and explain how many of something there are when we divide it into equal groups. I can find and explain patterns (including addition or multiplication tables), and understand and explain why they happen. <i>Today we will multiply and divide by 0 and 1.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3C1 6	KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.	I can find and explain patterns (including addition or multiplication tables), and understand and explain why they happen. <i>Today we will identify patterns using the multiplication table.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

3C1 7	KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.	I can quickly and easily multiply and divide numbers up to 100. I can find and explain patterns (including addition or multiplication tables), and understand and explain why they happen. <i>Today we will use patterns to complete input-output tables.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3C1 8	KY.3.OA.1 Interpret and demonstrate products of whole numbers. KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.	I can understand and show what happens when I multiply whole numbers together. I can show and explain how many of something there are when we divide it into equal groups. <i>Today we will create multiplication and division word problems.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3C1 9	KY.3.OA.8 Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). Represent these problems using equations with a letter standing for the unknown quantity. Assess the	I can use different ways to solve problems that have two steps, using adding, subtracting, multiplying, or dividing, and I can check if my answers make sense by thinking about the problem and using numbers that are close. <i>Today we will solve two-step word problems and</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	reasonableness of answers using mental computation and estimation strategies including rounding.	assess the reasonableness of the solutions.		
Mid module Review, Topic A, B and C Quiz				
3D2 0-2 1	KY.3.NBT.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. KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.	I can multiply a number by 10, 20, 30, 40, 50, 60, 70, 80, or 90 using place value tricks. I can use properties, or tricks and rules about math, to help me with multiplying and dividing. <i>Today we will multiply by units of 10 and by using the associative property.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3D2 2	KY.3.OA.8 Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). 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. KY.3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10–90 using	I can use different ways to solve problems that have two steps, using adding, subtracting, multiplying, or dividing, and I can check if my answers make sense by thinking about the problem and using numbers that are close. I can multiply a number by 10, 20, 30, 40, 50, 60, 70, 80, or 90 using place value tricks. <i>Today we will solve two-step word problems using single-digit factors and multiples of 10.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	strategies based on place value and properties of operations.			
3D2 3	KY.3.OA.5 Apply properties of operations as strategies to multiply and divide. KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.	I can use properties, or tricks and rules about math, to help me with multiplying and dividing. I can find and explain patterns (including addition or multiplication tables), and understand and explain why they happen. <i>Today we will multiply by units of 11 and 12.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3D2 4	KY.3.OA.5 Apply properties of operations as strategies to multiply and divide. KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.	I can use properties, or tricks and rules about math, to help me with multiplying and dividing. I can quickly and easily multiply and divide numbers up to 100. <i>Today we will organize, count, and represent a collection of objects.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
3D2 5	KY.3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number	I can use multiplication and division to solve problems about equal groups, arrays, and measurements up to 100, by drawing pictures and writing equations with symbols to show the numbers I don't know. I can use different ways to solve problems that have two	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	to represent the problem. KY.3.OA.8 Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). 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.	steps, using adding, subtracting, multiplying, or dividing, and I can check if my answers make sense by thinking about the problem and using numbers that are close. <i>Today we will apply multiplication and division concepts to complete a multi-part task.</i>		
1 day for module review				
District Common Assessment #3				
	Standards	Learning Target	Procedures & Engagement Activities	Assessments
4A1	KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. KY.3.G.1 Classify polygons by attributes. a. Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals,	I can look at shapes and understand that they have an area and I can measure the area, which is how much space is inside a shape. I can look at different shapes like triangles, quadrilaterals, pentagons, and hexagons and know which ones they are based on how many sides and corners they have. I can look closely at quadrilaterals like rectangles,	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	pentagons and hexagons). b. Recognize and classify quadrilaterals (rectangles, squares, parallelograms, rhombuses, trapezoids) by side lengths and understanding shapes in different categories may share attributes and the shared attributes can define a larger category. c. Identify shapes that do not belong to a given category or subcategory.	squares, parallelograms, rhombuses, and trapezoids and know which ones they are by looking at how long their sides are and knowing that some shapes can be in more than one group. I can look at a bunch of shapes and figure out which ones don't belong in a certain group or category. <i>Today we will investigate the attributes of squares, rectangles, and trapezoids.</i>		
4A2	KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).	I can look at shapes and understand that they have an area and I can measure the area, which is how much space is inside a shape. I can measure the area of shapes by counting the unit squares inside them. <i>Today we will explore the area of shapes.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
4A3	KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in,	I can look at shapes and understand that they have an area and I can measure the area, which is how much space is inside a shape. I can measure the area of shapes by counting the unit squares inside them. <i>Today</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it and show the area is the same as would be found by multiplying the side lengths	<i>will draw rows and columns to complete a rectangular array and determine its area.</i>		
4B89	KY.3.MD.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 the area is the same as would be found by multiplying the side lengths. b. 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.	I can figure out how much space is inside a rectangle by covering it with tiles, and I'll find out that the area is the same as multiplying the length by the width. I can find the area of rectangles by multiplying their length and width, and I'll use this to solve problems in real life and math. <i>Today we will determine the area of a rectangle by using side lengths.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
4C10	KY.3.MD.7 Relate area to the operations of multiplication and addition. c. Use tiling to show in a concrete case	I can use tiles to show that the area of a rectangle with sides a and b+c is the same as the sum of a times b and a times c. I'll use this to	HOT Questions: 1. 2. 3.	Formative:

	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. d. Recognize area as additive. Find areas of figures that can be decomposed into non-overlapping rectangles by adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	understand how the distributive property works. I can understand that I can find the area of a shape by adding together the areas of smaller rectangles inside it, and I'll use this to solve problems in real life. <i>Today we will compose large rectangles and reason about their areas.</i>	Procedures/Activities:	Summative:
4C1 1	KY.3.MD.7 Relate area to the operations of multiplication and addition. b. 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 KY.3.MD.7 Relate area to the operations of multiplication and	I can find the area of rectangles by multiplying their length and width, and I'll use this to solve problems in real life and math. I can use tiles to show that the area of a rectangle with sides a and $b+c$ is the same as the sum of a times b and a times c. I'll use this to understand how the distributive property works. I can understand that I can find the area of a shape by adding together the areas of smaller rectangles inside it, and I'll use this to solve problems in real life. <i>Today</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	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. d. Recognize area as additive. Find areas of figures that can be decomposed into non-overlapping rectangles by adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	use this to solve problems in real life and math. I can understand that I can find the area of a shape by adding together the areas of smaller rectangles inside it, and I'll use this to solve problems in real life. <i>Today we will reason to find the area of composite shapes using grids and rectangles.</i>	Procedures/Activities:	Summative:
4D1 6	KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).	I can look at shapes and understand that they have an area and I can measure the area, which is how much space is inside a shape. I can measure the area of shapes by counting the unit squares inside them. <i>Today we will solve problems involving area.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
4D1 7	KY.3.MD.7 Relate area to the operations of multiplication and	I can find the area of rectangles by multiplying their length and width, and I'll	HOT Questions: 1. 2.	Formative:

	addition. b. 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 KY.3.MD.7 Relate area to the operations of multiplication and addition. d. Recognize area as additive. Find areas of figures that can be decomposed into non-overlapping rectangles by adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	use this to solve problems in real life and math. I can understand that I can find the area of a shape by adding together the areas of smaller rectangles inside it, and I'll use this to solve problems in real life. <i>Today we will apply area to real world context.</i>	3. Procedures/Activities:	Summative:
4D1 8	KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units). KY.3.MD.7 Relate area to the operations of multiplication and addition. b. Multiply side	I can measure the area of shapes by counting the unit squares inside them. I can find the area of rectangles by multiplying their length and width, and I'll use this to solve problems in real life and math. I can understand that I can find the area of a shape by adding together the areas of	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	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. d. Recognize area as additive. Find areas of figures that can be decomposed into non-overlapping rectangles by adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	smaller rectangles inside it, and I'll use this to solve problems in real life. <i>Today we will find the area of shapes and represent area data on a line plot.</i>		
4D1 9	KY.3.MD.7 Relate area to the operations of multiplication and addition. b. 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.	I can find the area of rectangles by multiplying their length and width, and I'll use this to solve problems in real life and math. I can understand that I can find the area of a shape by adding together the areas of smaller rectangles inside it, and I'll use this to solve problems in real life. <i>Today we will apply area concepts to complete a multi-part task.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	d. Recognize area as additive. Find areas of figures that can be decomposed into non-overlapping rectangles by adding the areas of the non-overlapping parts, applying this technique to solve real world problems.			
1 day for Module review				
District Common Assessment #4				
5A1 -2	KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	I can split shapes into parts so that each part has the same amount of space inside, called the area, and I can figure out how much area each part has compared to the whole shape. <i>Today we will divide a whole into equal parts and name each part using a fraction and divide whole objects of different sizes into the same number of equal parts.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5A3	KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	I can split shapes into parts so that each part has the same amount of space inside, called the area, and I can figure out how much area each part has compared to the whole shape. <i>Today we will divide a whole into fractional units by folding fraction strips.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5A4	KY.3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part	I can understand that when we split something into equal parts and take 1 of those	HOT Questions: 1.	Formative:

	when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	parts, that's called 1 out of b parts, or $\frac{1}{b}$. I can also understand that if we take a certain number of those equal parts, like a parts, that's called a out of b parts, or $\frac{a}{b}$. I can split shapes into parts so that each part has the same amount of space inside, called the area, and I can figure out how much area each part has compared to the whole shape. <i>Today we will divide a whole into equal units and name each piece using a unit fraction and in unit form ($\frac{1}{6}$) and fraction form ($\frac{1}{6}$).</i>	2. 3. Procedures/Activities:	Summative:
5B6	KY.3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	I can understand that when we split something into equal parts and take 1 of those parts, that's called 1 out of b parts, or $\frac{1}{b}$. I can also understand that if we take a certain number of those equal parts, like a parts, that's called a out of b parts, or $\frac{a}{b}$. I can split shapes into parts so that each part has the same amount of space inside, called the area, and I can figure out how much area each part has compared to the whole shape. <i>Today we will build non-unit fractions less than 1 from unit fractions concretely.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5B7	KY.3.NF.1 Understand a fraction $\frac{1}{b}$ as the	I can understand that when we split something into equal	HOT Questions: 1.	Formative:

	quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	parts and take 1 of those parts, that's called 1 out of b parts, or $\frac{1}{b}$. I can also understand that if we take a certain number of those equal parts, like a parts, that's called a out of b parts, or $\frac{a}{b}$. I can split shapes into parts so that each part has the same amount of space inside, called the area, and I can figure out how much area each part has compared to the whole shape. <i>Today we will identify and represent a whole as two parts, a unit fraction and a non-unit fraction, and understand that the total can be written as 1 or as a fraction with the same numerator and denominator ($\frac{1}{1}, \frac{2}{2}, \frac{3}{3}, \dots$)</i>	2. 3. Procedures/Activities:	Summative:
5B8	KY.3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. Y.3.NF.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. c. Express whole numbers as fractions	I can understand that when we split something into equal parts and take 1 of those parts, that's called 1 out of b parts, or $\frac{1}{b}$. I can also understand that if we take a certain number of those equal parts, like a parts, that's called a out of b parts, or $\frac{a}{b}$. I can write whole numbers as fractions, like 3 as $\frac{3}{1}$, and I can find other fractions that are the same as whole numbers. I can split shapes into parts so that each part has the same amount of space inside, called the area, and I can	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	and recognize fractions that are equivalent to whole numbers. KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	figure out how much area each part has compared to the whole shape. <i>Today we will decompose a whole into two parts and represent the parts and total with fraction strips, number bonds, and tape diagrams.</i>		
5B9	KY.3.NF.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. 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. KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	I can compare two fractions that have the same top number (numerator) or the same bottom number (denominator) by thinking about their size. I'll use symbols like $>$, $=$, or $<$ to show which one is bigger or smaller, and I'll explain why. I can split shapes into parts so that each part has the same amount of space inside, called the area, and I can figure out how much area each part has compared to the whole shape. <i>Today we will compare the size of unit fractions when the whole is the same size.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5B10	KY.3.NF.3 Explain equivalence of fractions	I can compare two fractions that have the same top	HOT Questions: 1.	Formative:

	in special cases and compare fractions by reasoning about their size. 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. KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	number (numerator) or the same bottom number(denominator) by thinking about their size. I'll use symbols like $>$, $=$, or $<$ to show which one is bigger or smaller, and I'll explain why. I can split shapes into parts so that each part has the same amount of space inside, called the area, and I can figure out how much area each part has compared to the whole shape. <i>Today we will compare non-unit fractions less than 1 with the same numerator using tape diagrams.</i>	2. 3. Procedures/Activities:	Summative:
Mid module Review, Topic A, and B Quiz				
5C1 1	KY.3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line. a. Represent a fraction $\frac{1}{b}$ (unit fraction) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. • Recognize each part has size $\frac{1}{b}$. •	I can show a fraction like $\frac{1}{b}$ on a number line by dividing the line into b equal parts and marking 1 part from 0. Each part is $\frac{1}{b}$ of the whole line. I can also show a fraction like $\frac{a}{b}$ on a number line by marking off a parts of $\frac{1}{b}$ (unit fractions) from 0. The endpoint of these marks shows where the fraction $\frac{a}{b}$ is on the number line.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	a unit fraction, $\frac{1}{b}$ is located $\frac{1}{b}$ of a whole unit from 0 on the number line. b. Represent a non-unit fraction $\frac{a}{b}$ on a number line by marking off a lengths of $\frac{1}{b}$ (unit fractions) from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the non-unit fraction $\frac{a}{b}$ on the number line.	<i>Today we will locate fractions from 0 to 1 on a number line by using fraction tiles.</i>		
5C1 2	KY.3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line. a. Represent a fraction $\frac{1}{b}$ (unit fraction) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. • Recognize each part has size $\frac{1}{b}$. • a unit fraction, $\frac{1}{b}$ is located $\frac{1}{b}$ of a whole unit from 0 on the number line. b. Represent a non-unit fraction $\frac{a}{b}$ on a number line by marking off a lengths of $\frac{1}{b}$ (unit fractions) from 0.	I can show a fraction like $\frac{1}{b}$ on a number line by dividing the line into b equal parts and marking 1 part from 0. Each part is $\frac{1}{b}$ of the whole line. I can also show a fraction like $\frac{a}{b}$ on a number line by marking off a parts of $\frac{1}{b}$ (unit fractions) from 0. The endpoint of these marks shows where the fraction $\frac{a}{b}$ is on the number line. <i>Today we will represent fractions from 0 to 1 on a number line.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	Recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line.			
5C1 3	KY.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 same point on a number line. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent through writing or drawing. c. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. 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	I can understand that two fractions are the same size (equivalent) if they cover the same area or are at the same point on a number line. I can find and make fractions that are the same size as each other (equivalent), and I can explain why they're the same using words or pictures. I can write whole numbers as fractions, like 3 as $3/1$, and I can find other fractions that are the same as whole numbers. I can compare two fractions that have the same top number (numerator) or the same bottom number (denominator) by thinking about their size. I'll use symbols like $>$, $=$, or $<$ to show which one is bigger or smaller, and I'll explain why <i>Today we will identify equivalent fractions from 0 to 1 with tape diagrams and on number lines.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	whole numbers, halves, or quarters.			
5D1 7	KY.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 same point on a number line. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent through writing or drawing.	I can understand that two fractions are the same size (equivalent) if they cover the same area or are at the same point on a number line. I can find and make fractions that are the same size as each other (equivalent), and I can explain why they're the same using words or pictures. <i>Today we will represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5D1 8	KY.3.NF.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. 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	I can compare two fractions that have the same top number (numerator) or the same bottom number (denominator) by thinking about their size. I'll use symbols like $>$, $=$, or $<$ to show which one is bigger or smaller, and I'll explain why. <i>Today we will compare fractions with like units by using a number line.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	with the symbols $>$, $=$, or $<$, and justify the conclusions. KY.3.MD.4 a. Identify a statistical question focused on numerical data;b. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. c. Show the data by making a dot plot where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters. d. Make observations from the graph about the question posed, including questions about the shape of the data and compare responses	numbers, halves, or quarters.I can ask a question that's all about numbers, like 'How many hours do kids spend playing outside each day?' I can look at a graph that shows the answers to my question and learn things from it. <i>Today we will compare fractions with related units by using a number line.</i>		
5D2 1	KY.3.NF.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. 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	I can compare two fractions that have the same top number (numerator) or the same bottom number(denominator) by thinking about their size. I'll use symbols like $>$, $=$, or $<$ to show which one is bigger or smaller, and I'll explain why I can use a ruler marked with halves and fourths of an inch to measure how long things are. I can show the measurements I made by making a dot plot, where each dot shows how long	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	on a number line. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent through writing or drawing. c. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.	same using words or pictures. I can write whole numbers as fractions, like 3 as $\frac{3}{1}$, and I can find other fractions that are the same as whole numbers. <i>Today we will identify fractions equivalent to whole numbers by using number lines and patterns.</i>		
5E2 4	KY.3.NF.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent through writing or drawing. c. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.	I can find and make fractions that are the same size as each other (equivalent), and I can explain why they're the same using words or pictures. I can write whole numbers as fractions, like 3 as $\frac{3}{1}$, and I can find other fractions that are the same as whole numbers. <i>Today we will use a number line to generate fractions greater than 1.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
5E2 5	KY.3.NF.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. c. Express whole numbers as fractions	I can write whole numbers as fractions, like 3 as $\frac{3}{1}$, and I can find other fractions that are the same as whole numbers. <i>Today we will express whole numbers as</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	fraction $\frac{a}{b}$ on a number line by marking off a lengths of $\frac{1}{b}$ (unit fractions) from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the non-unit fraction $\frac{a}{b}$ on the number line. KY.3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	shows where the fraction $\frac{a}{b}$ is on the number line. I can understand that when we split something into equal parts and take 1 of those parts, that's called 1 out of b parts, or $\frac{1}{b}$. I can also understand that if we take a certain number of those equal parts, like a parts, that's called a out of b parts, or $\frac{a}{b}$. <i>Today we will apply fraction concepts to complete a multi-part task.</i>	Procedures/Activities:	Summative:
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1 day for Module review

District Common Assessment #5

6A1	KY.3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes.	I can look at a clock and tell what time it is the nearest minute. I can measure how much time has passed between two events. I can solve problems about time in which I add or subtract hours and minutes. <i>Today we will skip count by 5s and use that to help us tell time on a clock.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6A2	KY.3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word	I can look at a clock and tell what time it is the nearest minute. I can measure how much time has passed between two events. I can	HOT Questions: 1. 2. 3.	Formative:

	problems involving addition and subtraction of time intervals within and across the hour in minutes.	solve problems about time in which I add or subtract hours and minutes. <i>Today we will count by 5s and 1s to help us tell time on a clock to the nearest minute.</i>	Procedures/Activities:	Summative:
6A3	KY.3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes.	I can look at a clock and tell what time it is the nearest minute. I can measure how much time has passed between two events. I can solve problems about time in which I add or subtract hours and minutes. <i>Today we will solve word problems where the end time is unknown.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6A4	KY.3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes.	I can look at a clock and tell what time it is the nearest minute. I can measure how much time has passed between two events. I can solve problems about time in which I add or subtract hours and minutes. <i>Today we will solve word problems where the start time is unknown.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6A5	KY.3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes.	I can look at a clock and tell what time it is the nearest minute. I can measure how much time has passed between two events. I can solve problems about time in which I add or subtract hours and minutes. <i>Today we will solve word problems where the change in time is unknown.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6A6	KY.3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in	I can look at a clock and tell what time it is the nearest minute. I can measure how much time has passed	HOT Questions: 1. 2.	Formative:

	minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes.	between two events. I can solve problems about time in which I add or subtract hours and minutes. <i>Today we will solve word problems and use time data to create a line plot.</i>	3. Procedures/Activities:	Summative:
6A7	KY.3.OA.8 Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). 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.	I can use different ways to solve problems that have two steps, using adding, subtracting, multiplying, or dividing, and I can check if my answers make sense by thinking about the problem and using numbers that are close. <i>Today we will count coins and create money word problems.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6B8	KY.3.G.1 Classify polygons by attributes. a. Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons and hexagons). b. Recognize and classify quadrilaterals (rectangles, squares, parallelograms, rhombuses, trapezoids)	I can look at different shapes like triangles, quadrilaterals, pentagons, and hexagons and know which ones they are based on how many sides and corners they have. I can look closely at quadrilaterals like rectangles, squares, parallelograms, rhombuses, and trapezoids and know which ones they are by looking at how long their sides are and knowing that some shapes can be in more than one group.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons and hexagons). b. Recognize and classify quadrilaterals (rectangles, squares, parallelograms, rhombuses, trapezoids) by side lengths and understanding shapes in different categories may share attributes and the shared attributes can define a larger category. c. Identify shapes that do not belong to a given category or subcategory.	and know which ones they are based on how many sides and corners they have. I can look closely at quadrilaterals like rectangles, squares, parallelograms, rhombuses, and trapezoids and know which ones they are by looking at how long their sides are and knowing that some shapes can be in more than one group. I can look at a bunch of shapes and figure out which ones don't belong in a certain group or category. <i>Today we will reason about composing polygons by using tetrominoes.</i>	3. Procedures/Activities:	Summative:
6B1 2	KY.3.G.1 Classify polygons by attributes. a. Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons and hexagons). b. Recognize and classify quadrilaterals (rectangles, squares, parallelograms, rhombuses, trapezoids) by side lengths and	I can look at different shapes like triangles, quadrilaterals, pentagons, and hexagons and know which ones they are based on how many sides and corners they have. I can look closely at quadrilaterals like rectangles, squares, parallelograms, rhombuses, and trapezoids and know which ones they are by looking at how long their sides are and knowing that some shapes can be in more than one group. I can look at a bunch of shapes and figure out which	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	understanding shapes in different categories may share attributes and the shared attributes can define a larger category. c. Identify shapes that do not belong to a given category or subcategory.	ones don't belong in a certain group or category. <i>Today we will reason about composing polygons by using tangrams.</i>		
6C1 3	KY.3.MD.8 Solve real world and mathematical problems involving perimeters of polygons. a. Find the perimeter given the side lengths of a polygon. b. Find an unknown side length, given the perimeter and some lengths. c. Draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	I can figure out how long the outside edge of a shape is, called the perimeter, if I know how long each side is. I can find out how long a missing side of a shape is if I know how long all the other sides are and the perimeter. I can draw rectangles with the same length around them but different sizes inside, or rectangles with the same size inside but different lengths of fencing around them. <i>Today we will decompose quadrilaterals to understand perimeter as the boundary of a shape.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6C1 4	KY.3.MD.8 Solve real world and mathematical problems involving perimeters of polygons. a. Find the perimeter given the side lengths of a polygon. b. Find an unknown side length, given the perimeter and some lengths. c. Draw rectangles with the same	I can figure out how long the outside edge of a shape is, called the perimeter, if I know how long each side is. I can find out how long a missing side of a shape is if I know how long all the other sides are and the perimeter. I can draw rectangles with the same length around them but	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	perimeter and different areas or with the same area and different perimeters.	different sizes inside, or rectangles with the same size inside but different lengths of fencing around them. <i>Today we will measure side lengths in whole number units to determine the perimeters of polygons.</i>		
6C1 5-1 6	KY.3.MD.8 Solve real world and mathematical problems involving perimeters of polygons. a. Find the perimeter given the side lengths of a polygon. b. Find an unknown side length, given the perimeter and some lengths. c. Draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	I can figure out how long the outside edge of a shape is, called the perimeter, if I know how long each side is. I can find out how long a missing side of a shape is if I know how long all the other sides are and the perimeter. I can draw rectangles with the same length around them but different sizes inside, or rectangles with the same size inside but different lengths of fencing around them. <i>Today we will recognize perimeter as an attribute of shapes and solve problems with unknown measurements and to determine the perimeters of rectangles with the same area.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6C1 7	KY.3.MD.8 Solve real world and mathematical problems involving perimeters of polygons. a. Find the perimeter given the side lengths of a polygon. b. Find an unknown side length, given the perimeter and some lengths. c. Draw	I can figure out how long the outside edge of a shape is, called the perimeter, if I know how long each side is. I can find out how long a missing side of a shape is if I know how long all the other sides are and the perimeter.	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

	some lengths. c. Draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	I can draw rectangles with the same length around them but different sizes inside, or rectangles with the same size inside but different lengths of fencing around them. <i>Today we will measure the perimeter of various circles to the nearest quarter inch by using string.</i>		
6D2 0	KY.3.MD.4 b. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. c. Show the data by making a dot plot where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.	I can use a ruler marked with halves and fourths of an inch to measure how long things are. I can show the measurements I made by making a dot plot, where each dot shows how long something is, using whole numbers, halves, or quarters. <i>Today we will record measurement data in a line plot</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6D2 1	KY.3.MD.4 b. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. c. Show the data by making a dot plot where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.	I can use a ruler marked with halves and fourths of an inch to measure how long things are. I can show the measurements I made by making a dot plot, where each dot shows how long something is, using whole numbers, halves, or quarters. <i>Today we will create and analyze a line plot for measurement data to the nearest half unit and quarter unit.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6D2 2	KY.3.MD.3 Investigate questions involving categorical data. a. Identify a statistical	I can ask a question about categories, like 'What's your favorite color?' and collect data by asking people. I can	HOT Questions: 1. 2.	Formative:

	question focused on categorical data and gather data; b. Create a scaled pictograph and a scaled bar graph to represent a data set (using technology or by hand); c. Make observations from the graph about the question posed, including “how many more” and “how many less” questions.	make a special picture graph and a bar graph to show the data I collected. I can look at graphs and answer questions. <i>Today we will generate categorical data and represent it by using a scaled picture graph.</i>	3. Procedures/Activities:	Summative:
6D2 3	KY.3.MD.3 Investigate questions involving categorical data. a. Identify a statistical question focused on categorical data and gather data; b. Create a scaled pictograph and a scaled bar graph to represent a data set (using technology or by hand); c. Make observations from the graph about the question posed, including “how many more” and “how many less” questions.	I can ask a question about categories, like 'What's your favorite color?' and collect data by asking people. I can make a special picture graph and a bar graph to show the data I collected. I can look at graphs and answer questions. <i>Today we will solve problems by creating scaled picture graphs and scaled bar graphs.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6D2 4	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will organize,</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:

		<i>count, and represent a collection of objects.</i>		
6D2 5 opt.	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will name and count numbers greater than 1000.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
6D 26	KY.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.	I can quickly and easily add and subtract numbers up to 1000 using cool tricks like understanding how place value works, using math rules, and knowing how addition and subtraction are related. <i>Today we will fluently add and subtract within 1000 and multiply and divide within 100.</i>	HOT Questions: 1. 2. 3. Procedures/Activities:	Formative: Summative:
1 day for Module review				
District Common Assessment #6				