KNOX COUNTY PUBLIC SCHOOLS
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Course: Mathematics
Grade: 3rd

Standards Website			
1st Nine Weeks- Module 1 (25 days) through Module 2, lesson 19 (19 days) **Formative:** Daily Exit Ticket, Topic Ticket, Observation **Summative:** Edulastic & Topic Assessment			
	Standards	**Learning Target**	**Notes:**
1A1	**KY.3.OA.1 Interpret and demonstrate products of whole numbers.** *Students use models for multiplication situations. For example, students interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.*	**I can understand and show what happens when I multiply whole numbers together.** *Today we will count and organize a collection of objects into equal groups to help us find the total.*	
1A2	**KY.3.OA.1 Interpret and demonstrate products of whole numbers.** *Students use models for multiplication situations. For example, students interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.*	**I can understand and show what happens when I multiply whole numbers together.** *Today we will look at equal groups and represent them using the ¨x" symbol in a multiplication equation.*	
1A3	**KY.3.OA.1 Interpret and demonstrate products of whole numbers.** *Students use models for multiplication situations. For example, students interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.*	**I can understand and show what happens when I multiply whole numbers together.** *Today we will demonstrate multiplication using arrays and write a multiplication equation.*	
1A4	**KY.3.OA.1 Interpret and demonstrate products of whole numbers.** *Students use models for multiplication situations. For example, students interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.* **KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.** *Students use models for division situations. For example, students interpret 56 ÷ 8 as the number of 56 objects that are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.*	**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.** *Today we will use factors (the numbers we multiply) to describe the numbers of groups or the number of objects in each group.*	
1A5	**KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.** *Students use models for division situations.*	**I can show and explain how many of something there are when we divide it into equal groups.**	

	For example, students interpret 56 ÷ 8 as the number of 56 objects that are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. **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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).*	**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.** *Today we will solve multiplication word problems using drawings and equations.*	
1B6-7	**KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.** *Students use models for division situations. For example, students interpret 56 ÷ 8 as the number of 56 objects that are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.*	**I can show and explain how many of something there are when we divide it into equal groups.** *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.*	Combine 1B6 and 1B7
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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).*	**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.** *Today we will use arrays and equations to model division problems using the ¨➗¨ symbol.*	
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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).*	**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.** *Today we will solve division word problems using strategies, like drawings and equations, that make sense to us.*	
Mid module Review, Topic A, and B Quiz			

1C10	**KY.3.OA.1 Interpret and demonstrate products of whole numbers.** *Students use models for multiplication situations. For example, students interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.* **KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.** *Students determine multiplication and division strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. Knowing 8 x 5 = 40, one knows 40 ÷ 5 = 8.*	**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.** *Today we will use a unit of 2 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.*	
1C11-12	**KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.** *Students use models for division situations. For example, students interpret 56 ÷ 8 as the number of 56 objects that are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.* **KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.** *Students determine multiplication and division strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. Knowing 8 x 5 = 40, one knows 40 ÷ 5 = 8.*	**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.** *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.*	Combine 1C11 and 1C12
1C13	**KY.3.OA.1 Interpret and demonstrate products of whole numbers.** *Students use models for multiplication situations. For example, students interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.* **KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.** *Students determine multiplication and division strategies efficiently, accurately,*	**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.** *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*	

	flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. Knowing 8 x 5 = 40, one knows 40 ÷ 5 = 8.	*the numbers in a multiplication fact does not change the product.*	
1C14	**KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.** *Students determine multiplication and division strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. Knowing 8 x 5 = 40, one knows 40 ÷ 5 = 8.*	**I can quickly and easily multiply and divide numbers up to 100.** *Today we will use units of 2,3,4,5 and 10 in an array to demonstrate the distributive property, which says that we can break a large multiplication fact into smaller multiplication facts to help us find the total.*	
1D15	**KY.3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.** *Students determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = □ ÷ 3, 6 x 6 = ?.* **KY.3.OA.6 Understand division as an unknown-factor problem.** *Find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	**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 groups or how many are in each group.** *Today we will use multiplication to solve division problems by thinking of the quotient as an unknown factor.*	
1D16	**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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).* **KY.3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.** *Students determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = □ ÷ 3, 6 x 6 = ?.*	**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 groups or how many are in each group.**	

	KY.3.OA.6 Understand division as an unknown-factor problem. *Find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	*Today we will model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.*	
1D17	**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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).* **KY.3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.** *Students determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = □ ÷ 3, 6 x 6 = ?.* **KY.3.OA.6 Understand division as an unknown-factor problem.** *Find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	**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 groups or how many are in each group.** *Today we will model the quotient as the size of each group using units of 2,3,4,5 and 10.*	
Mid module Review, Topic C and D Quiz			
1E18	**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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).*	**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.** *Today we will represent and solve measurement and division word problems.*	
1E19	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).*	**I can use properties, or tricks and rules about math, to help me with multiplying and dividing.** *Today we will use the distributive property to break apart multiplication problems into known facts.*	

1E20	**KY.3.OA.6 Understand division as an unknown-factor problem.** *Find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	**I can understand division by thinking about it as a problem where I don't know one of the groups or how many are in each group.** *Today we will use the distributive property to break apart division problems into known facts.*	
1E21	**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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).*	**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.** *Today we will compose and decompose arrays to create expressions with three factors.*	
1E22	**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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).* **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.***Students solve problems using models, pictures, words and numbers. Students explain how they solved the problem using accurate mathematical vocabulary and why their answer makes sense. Note: Estimation skills include identifying when estimation is appropriate, determining method of estimation and verifying solutions or determining the reasonableness of situations using various estimation strategies. The skill of estimating within context allows students to further develop their number sense.*	**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 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.** *Today we will represent and solve two step word problems using the properties of multiplication.*	
1E23	**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**	**I can use multiplication and division to solve problems about equal groups, arrays, and measurements up to 100, by drawing pictures**	

	equations with a symbol for the unknown number to represent the problem. *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).* **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.***Students solve problems using models, pictures, words and numbers. Students explain how they solved the problem using accurate mathematical vocabulary and why their answer makes sense. Note: Estimation skills include identifying when estimation is appropriate, determining method of estimation and verifying solutions or determining the reasonableness of situations using various estimation strategies. The skill of estimating within context allows students to further develop their number sense.*	**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.** *Today we will represent and solve two step word problems using drawings and equations.*	
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 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.** *Students have multiple opportunities to weigh classroom objects and fill containers to help them develop a basic understanding of the size and weight of a liter, a gram and a kilogram.*	**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.** *Today we will connect the composition of 1 kilogram to 1 thousand.*	
2A2	**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.** *Students have multiple opportunities to weigh classroom objects and fill*	**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**	

	containers to help them develop a basic understanding of the size and weight of a liter, a gram and a kilogram.	**liters.** *Today we will estimate the weight of familiar objects and read scales.*	
2A3	**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.** *Students have multiple opportunities to weigh classroom objects and fill containers to help them develop a basic understanding of the size and weight of a liter, a gram and a kilogram.*	**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.** *Today we will use all four operations to solve one-step word problems involving weight.*	
2A4	**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.** *Students have multiple opportunities to weigh classroom objects and fill containers to help them develop a basic understanding of the size and weight of a liter, a gram and a kilogram.*	**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.** *Today we will connect the decomposition of 1 liter to 1 thousand.*	
2A5	**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.** *Students have multiple opportunities to weigh classroom objects and fill containers to help them develop a basic understanding of the size and weight of a liter, a gram and a kilogram.*	**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.** *Today we will estimate and measure liquid volume using a vertical number line and connect compositions of 1 liter to 1 thousand.*	
2A6	**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.** *Students have multiple opportunities to weigh classroom objects and fill*	**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**	

	containers to help them develop a basic understanding of the size and weight of a liter, a gram and a kilogram.	**liters.** *Today we will use all four operations to solve one-step word problems involving liquid volume.*	
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.** *Students have multiple opportunities to weigh classroom objects and fill containers to help them develop a basic understanding of the size and weight of a liter, a gram and a kilogram.*	**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.***Today we will solve one-step word problems using metric units.*	
2B8	**KY.3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.** *On a number line, students determine 178 rounded to nearest 10 is 180.*	**I can use what I know about place value to round numbers to the nearest 10 or 100.** *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.*	
2B9	**KY.3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.** *On a number line, students determine 178 rounded to nearest 10 is 180.*	**I can use what I know about place value to round numbers to the nearest 10 or 100.** *Today we will round two-digit numbers to the nearest ten on the vertical line by seeing which ten a number is closer to.*	
2B10-11	**KY.3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.** *On a number line, students determine 178 rounded to nearest 10 is 180.*	**I can use what I know about place value to round numbers to the nearest 10 or 100.** *Today we will round two-digit and three-digit numbers to the nearest ten and nearest hundred on the vertical number line.*	Combine 2B10 and 2B11
2B12	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will estimate sums and differences by rounding.*	

2C13	**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.** *Today we will collect data, draw a bar graph that is scaled, and answer questions about the graph.*	KY.3.MD 3A is not covered in Eureka. You will need to find supplemental material for this standard.
2C14	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will use place value to add and subtract like units.*	
2C15	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will add using the associative property to make the next ten.*	
2C16	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will use compensation to add.*	
2C17	**KY.3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties**	**I can quickly and easily add and subtract numbers up to 1000 using cool tricks like**	

	of operations and/or the relationship between addition and subtraction. *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**understanding how place value works, using math rules, and knowing how addition and subtraction are related.** *Today we will use place value to subtract efficiently using take from ten.*	
2C18	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will use place value to subtract efficiently using take from a hundred.*	
2C19	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will use compensation to subtract.*	
Mid module Review, Topic A, B and C Quiz			
2nd Nine Weeks- Module 2, Topic D (8 days) -Module 3 (26 days)			
	Standards	**Learning Target**	**Notes:**
2D20	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their*	**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.** *Today we will add using*	

	approaches and they are able to produce accurate answers efficiently.	*the standard algorithm when we have to make larger units once (that means we regroup ONE time).*	
2D21	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will add using the standard algorithm when we have to make larger units twice (that means we regroup TWO times).*	
2D22	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will subtract using the standard algorithm when we have to decompose units once (that means we regroup ONE time).*	
2D23	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will subtract using the standard algorithm when we have to decompose units twice (that means we regroup TWO times).*	
2D24	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical*	**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.** *Today we will subtract*	

	problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.	*using the standard algorithm when we have to decompose units across two place values.*	
2D25	**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.***Students solve problems using models, pictures, words and numbers. Students explain how they solved the problem using accurate mathematical vocabulary and why their answer makes sense. Note: Estimation skills include identifying when estimation is appropriate, determining method of estimation and verifying solutions or determining the reasonableness of situations using various estimation strategies. The skill of estimating within context allows students to further develop their number sense.*	**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.** *Today we will solve two step word problems.*	
1 Day for Topic Review			
	District Common Assessment #2		
3A1	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).* **KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.** *Students determine multiplication and division strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. Knowing 8 x 5 = 40, one knows 40 ÷ 5 = 8.*	**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.** *Today we will organize items into equal groups to make counting them easier.*	

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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).* **KY.3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.** *Students determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = □ ÷ 3, 6 x 6 = ?.*	**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 groups or how many are in each group.***Today we will count by units of 6, using units of 3, to multiply and divide.*	
3A3	**KY.3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.** *Students determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = □ ÷ 3, 6 x 6 = ?.* **KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).*	**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.** *Today we will count by units of 8, using units of 4, to multiply and divide.*	
3B4	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).*	**I can use properties, or tricks and rules about math, to help me with multiplying and dividing.** *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.*	
3B5	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found*	**I can use properties, or tricks and rules about math, to help me with multiplying and dividing.** *Today we will use the distributive property to make multiplying by 6 and 8 easier.*	

	by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).		
3B6	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).*	**I can use properties, or tricks and rules about math, to help me with multiplying and dividing.** *Today we will the distributive property to make dividing by 6 and 8 easier.*	
3B7	**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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).* **Determine the unknown whole number in a multiplication or division equation relating three whole numbers.** *Students determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = □ ÷ 3, 6 x 6 = ?.* **KY.3.OA.6 Understand division as an unknown-factor problem.** *Find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	**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 groups or how many are in each group.** *Today we will multiply and divide by units of 7.*	
3B8	**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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).* **KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30*	**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 properties, or tricks and rules about math, to help me with multiplying and dividing.** *Today we will use the distributive property to make multiplying by 7 easier.*	

	(Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).		
3B9	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).*	**I can use properties, or tricks and rules about math, to help me with multiplying and dividing.** *Today we will use the associative property to multiply.*	
3B10	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).*	**I can use properties, or tricks and rules about math, to help me with multiplying and dividing.** *Today we will use parentheses to see which step of a problem to do first.*	
3B11	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).*	**I can use properties, or tricks and rules about math, to help me with multiplying and dividing.** *Today we will use the distributive property to make dividing by 7 easier.*	
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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).*	**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.** *Today we will solve one step word problems involving multiplying and dividing.*	
3C13-14	**KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.** *Students observe 4 times a*	**I can use properties, or tricks and rules about math, to help me with multiplying and dividing.**	Combine 3C14 and 3C14

	number is always even and explain why 4 times a number can be decomposed into two equal addends. **KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.**	**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 can use properties, or tricks and rules about math, to help me with multiplying and dividing.***Today we will multiply by units of 9.*	
3C15	**KY.3.OA.1 Interpret and demonstrate products of whole numbers.** *Students use models for multiplication situations. For example, students interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.* **KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.** *Students use models for division situations. For example, students interpret 56 ÷ 8 as the number of 56 objects that are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.* **KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.** *Students observe 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends.*	**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.** *Today we will multiply and divide by 0 and 1.*	
3C16	**KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.** *Students observe 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends.*	**I can find and explain patterns (including addition or multiplication tables), and understand and explain why they happen.** *Today we will identify patterns using the multiplication table.*	
3C17	**KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.** *Students determine multiplication and division strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their*	**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.** *Today we will use patterns to complete input-output tables.*	

	approaches and they produce accurate answers efficiently. Knowing 8 x 5 = 40, one knows 40 ÷ 5 = 8. **KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.** *Students observe 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends.*		
3C18	**KY.3.OA.1 Interpret and demonstrate products of whole numbers.** *Students use models for multiplication situations. For example, students interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.* **KY.3.OA.2 Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.** *Students use models for division situations. For example, students interpret 56 ÷ 8 as the number of 56 objects that are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.*	**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.** *Today we will create multiplication and division word problems.*	
3C19	**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.***Students solve problems using models, pictures, words and numbers. Students explain how they solved the problem using accurate mathematical vocabulary and why their answer makes sense. Note: Estimation skills include identifying when estimation is appropriate, determining method of estimation and verifying solutions or determining the reasonableness of situations using various estimation strategies. The skill of estimating within context allows students to further develop their number sense.*	**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.** *Today we will solve two-step word problems and assess the reasonableness of the solutions.*	
Mid module Review, Topic A, B and C Quiz			

3D20-21	**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.** *To solve 8 x 60, students interpret this as 8 groups of 6 tens, which is 480.* **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.***Today we will multiply by units of 10 and by using the associative property.*	Combine 3D20 and 3D21
3D22	**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.***Students solve problems using models, pictures, words and numbers. Students explain how they solved the problem using accurate mathematical vocabulary and why their answer makes sense. Note: Estimation skills include identifying when estimation is appropriate, determining method of estimation and verifying solutions or determining the reasonableness of situations using various estimation strategies. The skill of estimating within context allows students to further develop their number sense.* **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.** *To solve 8 x 60, students interpret this as 8 groups of 6 tens, which is 480.*	**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.** *Today we will solve two-step word problems using single-digit factors and multiples of 10.*	
3D23	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).* **KY.3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.** *Students observe 4 times a*	**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.** *Today we will multiply by units of 11 and 12.*	

	number is always even and explain why 4 times a number can be decomposed into two equal addends.		
3D24	**KY.3.OA.5 Apply properties of operations as strategies to multiply and divide.** *Students need not use formal terms for these properties. If 6 x 4 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).* **KY.3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.** *Students determine multiplication and division strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. Knowing 8 x 5 = 40, one knows 40 ÷ 5 = 8.*	**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.** *Today we will organize, count, and represent a collection of objects.*	
3D25	**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.** *Students flexibly model or represent multiplication and division situations or context problems (involving products and quotients up to 100).* **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.***Students solve problems using models, pictures, words and numbers. Students explain how they solved the problem using accurate mathematical vocabulary and why their answer makes sense. Note: Estimation skills include identifying when estimation is appropriate, determining method of estimation and verifying solutions or determining the*	**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 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.** *Today we will apply multiplication and division concepts to complete a multi-part task.*	

	reasonableness of situations using various estimation strategies. The skill of estimating within context allows students to further develop their number sense.		
1 day for module review			
District Common Assessment #3			
3rd Nine Weeks- Module 4 (21 Days)- Module 5, topic D (21 days)			
	Standards	**Learning Target**	**Notes**
4A1	**KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.** *A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.* **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 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.**	**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, 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.** *Today we will investigate the attributes of squares, rectangles, and trapezoids.*	
4A2	**KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.** *A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.* **KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).** *Students use grid paper of varying square units to count the number of unit squares in a figure.*	**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.** *Today we will explore the area of shapes.*	

4A3	**KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.** *A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.* **KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).** *Students use grid paper of varying square units to count the number of unit squares in a figure.*	**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.** *Today we will use tiles to find the area of polygons.*	
4A4	**KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.** *A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.* **KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).** *Students use grid paper of varying square units to count the number of unit squares in a figure.*	**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.** *Today we will compose rectangles and compare their areas.*	
4A5	**KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.** *A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.* **KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).** *Students use grid paper of varying square units to count the number of unit squares in a figure.* **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 understanding shapes in different categories may share attributes and the shared attributes can define a larger**	**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 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 ones don't belong in a certain group or category.**	

	category. c. Identify shapes that do not belong to a given category or subcategory.	*Today we will relate side lengths to the number of tiles on a side.*	
4B6	**KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).** *Students use grid paper of varying square units to count the number of unit squares in a figure.* **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**	**I can measure the area of shapes by counting the unit squares inside them. 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.** *Today we will tile rectangles with squares to make arrays and relate the side lengths to area.*	
4B7	**KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).** *Students use grid paper of varying square units to count the number of unit squares in a figure.* **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**	**I can measure the area of shapes by counting the unit squares inside them. 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.** *Today we will draw rows and columns to complete a rectangular array and determine its area.*	
4B8-9	**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.** *Today we will determine the area of a rectangle by using side lengths.*	Combine 4B8 and 4B9
4C10	**KY.3.MD.7 Relate area to the operations of multiplication and addition. c. Use tiling to show in a concrete case 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 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.**	**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.** *Today we will compose large rectangles and reason about their areas.*	

4C11	**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 addition. c. Use tiling to show in a concrete case 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 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.**	**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.** *Today we will decompose to find the total area of a rectangle.*	
4C12	**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.** *Today we will find all possible side lengths of rectangles with a given area.*	
4D13	**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.c. Use tiling to show in a concrete case 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.**	**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.** *Today we will apply area understanding to real world situations.*	
Mid module Review, Topic A, B and C Quiz			

4D14-15	**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. 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.**	**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.** *Today we will reason to find the area of composite shapes using grids and rectangles.*	Combine 4D14 and 4D15
4D16	**KY.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.** *A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.* **KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).** *Students use grid paper of varying square units to count the number of unit squares in a figure.*	**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.** *Today we will solve problems involving area.*	
4D17	**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 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.**	**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.** *Today we will apply area ro real world context.*	
4D18	**KY.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).** *Students use grid paper of varying square units to count the number of unit squares in a figure.*	**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.**	

	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. 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.	**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.** *Today we will find the area of shapes and represent area data on a line plot.*	
4D19	**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. 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.**	**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.** *Today we will apply area concepts to complete a multi-part task.*	
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.** *Partitioned parts should be halves, thirds, fourths, sixths, eighths. Students partition a shape into 6 parts with equal areas and describe the area of each part as 1/6 of the area of the shape.*	**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.** *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.*	Combine 5A1 and 5A2
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.** *Partitioned parts should be halves, thirds, fourths, sixths, eighths. Students partition a shape into 6 parts with equal areas and describe the area of each part as 1/6 of the area of the shape.*	**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.** *Today we will divide a whole into fractional units by folding fraction strips.*	

5A4-5	**KY.3.NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b* .** *Students name parts of the whole using fractions and explain the fraction is made up of unit fractions. Students describe the numerator and the denominator using pictures, numbers and words. 4/ 6 = 1 /6 + 1 /6 + 1 /6 + 1/ 6 Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.* **KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.** *Partitioned parts should be halves, thirds, fourths, sixths, eighths. Students partition a shape into 6 parts with equal areas and describe the area of each part as 1/6 of the area of the shape.*	**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 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 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.***Today we will divide a whole into equal units and name each piece using a unit fraction and in unit form (1 sixth) and fraction form (⅙).*	Combine 5A4 and 5A5
5B6	**KY.3.NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b* .** *Students name parts of the whole using fractions and explain the fraction is made up of unit fractions. Students describe the numerator and the denominator using pictures, numbers and words. 4/ 6 = 1 /6 + 1 /6 + 1 /6 + 1/ 6 Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.* **KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.** *Partitioned parts should be halves, thirds, fourths, sixths, eighths. Students partition a shape into 6 parts with equal areas and describe the area of each part as 1/6 of the area of the shape.*	**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 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 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.***Today we will build non-unit fractions less than 1 from unit fractions concretely.*	
5B7	**KY.3.NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b* .** *Students name parts of the whole using fractions and explain the fraction is made up of unit fractions. Students describe the numerator and the denominator using pictures, numbers and words. 4/ 6 = 1 /6 + 1 /6 + 1 /6 + 1/ 6 Note: grade 3*	**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 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 a/b.** **I can split shapes into parts so that each part has the same amount of space inside, called the**	

	expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8. **KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.** *Partitioned parts should be halves, thirds, fourths, sixths, eighths. Students partition a shape into 6 parts with equal areas and describe the area of each part as 1/6 of the area of the shape.*	**area, and I can figure out how much area each part has compared to the whole shape.***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 (1/1,2/2, 3/3,..)*	
5B8	**KY.3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b .** *Students name parts of the whole using fractions and explain the fraction is made up of unit fractions. Students describe the numerator and the denominator using pictures, numbers and words. 4/ 6 = 1 /6 + 1 /6 + 1 /6 + 1/ 6 Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.* **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 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.** *Partitioned parts should be halves, thirds, fourths, sixths, eighths. Students partition a shape into 6 parts with equal areas and describe the area of each part as 1/6 of the area of the shape.*	**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 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 a/b.** **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 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.** *Today we will decompose a whole into two parts and represent the parts and total with fraction strips, number bonds, and tape diagrams.*	
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.** *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.*	**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.** *Today we will compare the size of unit fractions when the whole is the same size.*	

	KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *Partitioned parts should be halves, thirds, fourths, sixths, eighths. Students partition a shape into 6 parts with equal areas and describe the area of each part as 1/6 of the area of the shape.*		
5B10	**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.** *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.* **KY.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.** *Partitioned parts should be halves, thirds, fourths, sixths, eighths. Students partition a shape into 6 parts with equal areas and describe the area of each part as 1/6 of the area of the shape.*	**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.** *Today we will compare non-unit fractions less than 1 with the same numerator using tape diagrams.*	
Mid module Review, Topic A, and B Quiz			
5C11	**KY.3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line. a. Represent a fraction 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 1/b . • a unit fraction, 1/b is located 1/b of a whole unit from 0 on the number line. b. Represent a non-unit fraction a/b on a number line by marking off a lengths of 1/b (unit fractions) from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line.** *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8. C*	**I can show a fraction like 1/b on a number line by dividing the line into b equal parts and marking 1 part from 0. Each part is 1/b of the whole line. I can also show a fraction like a/b on a number line by marking off a parts of 1/b (unit fractions) from 0. The endpoint of these marks shows where the fraction a/b is on the number line.** *Today we will locate fractions from 0 to 1 on a number line by using fraction tiles.*	
5C12	**KY.3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line. a. Represent a fraction 1/b (unit fraction) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b**	**I can show a fraction like 1/b on a number line by dividing the line into b equal parts and marking 1 part from 0. Each part is 1/b of the whole line. I can also show a fraction like a/b on a number line by marking off a parts of 1/b (unit fractions)**	

	equal parts. • Recognize each part has size 1/*b* . • a unit fraction, 1/*b* is located 1/*b* of a whole unit from 0 on the number line. b. Represent a non-unit fraction *a*/*b* on a number line by marking off a lengths of 1/*b* (unit fractions) from 0. Recognize that the resulting interval has size *a*/b and that its endpoint locates the non-unit fraction *a*/*b* on the number line. *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.*	**from 0. The endpoint of these marks shows where the fraction a/b is on the number line.** *Today we will represent fractions from 0 to 1 on a number line.*	
5C13	**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 with the symbols >, =, or <, and justify the conclusions.** *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.*	**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** *Today we will identify equivalent fractions from 0 to 1 with tape diagrams and on number lines.*	
5C14	**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.** *Today we will understand that equivalent fractions share the same location on a number line.*	
5C15	**KY.3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line. a. Represent a fraction 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 1/*b* . • a unit fraction, 1/*b* is located 1/*b* of a whole unit from 0 on the**	**I can show a fraction like 1/b on a number line by dividing the line into b equal parts and marking 1 part from 0. Each part is 1/b of the whole line. I can also show a fraction like a/b on a number line by marking off a parts of 1/b (unit fractions) from 0. The endpoint of these marks shows where the fraction a/b is on the number line.**	

	number line. b. Represent a non-unit fraction a/b on a number line by marking off a lengths of 1/b (unit fractions) from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line. *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8. C*	*Today we will identify fractions on a ruler as numbers on a number line.*	
5C16	**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.** **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**	**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 identify a statistical question.** **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 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.** *Today we will measure lengths and record data on a line plot.*	KY.3.MD 4a and 4d are not covered in Eureka. You will need supplemental material for these standards.
5D17	**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.** *Today we will represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.*	
5D18	**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**	**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.**	

	the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions. *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.*	*Today we will compare fractions with like units by using a number line.*	
5D19	**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.** *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.*	**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.** *Today we will compare fractions with unlike units but the same numerator by using number lines.*	
5D20	**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.** *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.* **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**	**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 something is, using whole 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.** *Today we will compare fractions with related units by using a number line.*	KY.3.MD 4a and 4d are not covered in Eureka. You will need supplemental material for these standards.
5D21	**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.** *Note: grade 3*	**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**	KY.3.MD 4a and 4d are not covered in Eureka. You will need supplemental material for these standards.

	expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8. **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**	**plot, where each dot shows how long something is, using whole 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.***Today we will compare various fractions by representing them on a number line.*	
Mid module Review, Topic C and D Quiz			
4th Nine Weeks- Module 5, Topic E (7 days)- Module 6 (26 days)			
	Standards	**Learning Target**	**Notes**
5E22-23	**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.**	**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.** *Today we will identify fractions equivalent to whole numbers by using number lines and patterns.*	Combine 5E22 and 5E23
5E24	**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 3/1, and I can find other fractions that are the same as whole numbers.** *Today we will use a number line to generate fractions greater than 1.*	
5E25	**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 and recognize fractions that are equivalent to whole numbers.**	**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.** *Today we will express whole numbers as fractions with a denominator of 1.*	
5E26	**KY.3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line. b. Represent a non-unit fraction a/b on a number line by marking off a**	**I can show a fraction like a/b on a number line by marking off a parts of 1/b (unit fractions) from 0.**	

	lengths of 1/*b* (unit fractions) from 0. Recognize that the resulting interval has size *a*/b and that its endpoint locates the non-unit fraction *a*/*b* on the number line. *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8. C* **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**	**The endpoint of these marks shows where the fraction a/b is on the 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.** *Today we will create a ruler with 1 inch, half inch, and quarter inch intervals.*	
5E27	**KY.3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line. b. Represent a non-unit fraction *a*/*b* on a number line by marking off a lengths of 1/*b* (unit fractions) from 0. Recognize that the resulting interval has size *a*/b and that its endpoint locates the non-unit fraction *a*/*b* on the number line.** *Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8. C* **KY.3.NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b* .** *Students name parts of the whole using fractions and explain the fraction is made up of unit fractions. Students describe the numerator and the denominator using pictures, numbers and words. 4/ 6 = 1 /6 + 1 /6 + 1 /6 + 1/ 6 Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.*	**I can show a fraction like a/b on a number line by marking off a parts of 1/b (unit fractions) from 0. The endpoint of these marks shows where the fraction 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 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 a/b.** *Today we will apply fraction concepts to complete a multi-part task.*	
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.** *Students solve elapsed time problems using strategies and tools such as clock models and number lines (seeing a clock as a number line).*	**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.** *Today we will skip count by 5s and use that to help us tell time on a clock.*	

6A2	**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.** *Students solve elapsed time problems using strategies and tools such as clock models and number lines (seeing a clock as a number line).*	**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.** *Today we will count by 5s and 1s to help us tell time on a clock to the nearest minute.*	
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.** *Students solve elapsed time problems using strategies and tools such as clock models and number lines (seeing a clock as a number line).*	**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.** *Today we will solve word problems where the end time is unknown.*	
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.** *Students solve elapsed time problems using strategies and tools such as clock models and number lines (seeing a clock as a number line).*	**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.** *Today we will solve word problems where the start time is unknown.*	
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.** *Students solve elapsed time problems using strategies and tools such as clock models and number lines (seeing a clock as a number line).*	**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.** *Today we will solve word problems where the change in time is unknown.*	
6A6	**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.** *Students solve elapsed time problems using strategies and tools such as clock models and number lines (seeing a clock as a number line).*	**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.** *Today we will solve word problems and use time data to create a line plot.*	
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.***Students solve problems using models, pictures, words and numbers. Students explain how they solved the problem using accurate mathematical vocabulary and why*	**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.** *Today we will count coins and create money word problems.*	

	their answer makes sense. Note: Estimation skills include identifying when estimation is appropriate, determining method of estimation and verifying solutions or determining the reasonableness of situations using various estimation strategies. The skill of estimating within context allows students to further develop their number sense.		
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) 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.**	**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 ones don't belong in a certain group or category.** *Today we will compare and classify quadrilaterals.*	
6B9-10	**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 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.**	**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 ones don't belong in a certain group or category.** *Today we will compare and classify polygons and draw polygons with specific attributes.*	Combine 6B9 and 6B10
6B11	**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,**	

	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 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.** *Today we will reason about composing polygons by using tetrominoes.*	
6B12	**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 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.**	**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 ones don't belong in a certain group or category.** *Today we will reason about composing polygons by using tangrams.*	
6C13	**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.** *Today we will decompose quadrilaterals to understand perimeter as the boundary of a shape.*	
6C14	**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.**	

	rectangles with the same perimeter and different areas or with the same area and different perimeters.	**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.** *Today we will measure side lengths in whole number units to determine the perimeters of polygons.*	
6C15-16	**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.** *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.*	Combine 6C15 and 6C16
6C17	**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.** *Today we will solve problems to determine the area of rectangles with the same perimeter.*	

6C18	**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.** *Today we will solve real world problems involving perimeter and unknown measurements by using all four operations.*	
Mid module Review, Topic A, B and C Quiz			
6D19	**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.** *Today we will measure the perimeter of various circles to the nearest quarter inch by using string.*	
6D20	**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.** *Today we will record measurement data in a line plot*	
6D21	**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.** *Today we will create and analyze a line plot for*	

		measurement data to the nearest half unit and quarter unit.	
6D22	**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.** *Today we will generate categorical data and represent it by using a scaled picture graph.*	KY.3.MD.3 A is not covered in Eureka. you will need to find supplemental material for this standard.
6D23	**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.** *Today we will solve problems by creating scaled picture graphs and scaled bar graphs.*	KY.3.MD.3 A is not covered in Eureka. you will need to find supplemental material for this standard.
6D24	**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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will organize, count, and represent a collection of objects.*	
6D25 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.** *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**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.** *Today we will name and count numbers greater than 1000.*	This lesson is optional. Only teach it if you are ahead on pacing.
6D26	**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**	**I can quickly and easily add and subtract numbers up to 1000 using cool tricks like**	

	subtraction. *Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches and they are able to produce accurate answers efficiently.*	**understanding how place value works, using math rules, and knowing how addition and subtraction are related.** *Today we will fluently add and subtract within 1000 and multiply and divide within 100.*	
1 day for Module review			
	District Common Assessment #6		