

Mathematics Suggested Instructional Calendar
Alachua County Schools
2015-2016
3rd Grade

Pacing Dates:
October 26 – November 20

Concept: Fractions		
Essential Question: How can fractions be used to represent numbers and their parts?		
Vocabulary: denominator, equivalent fractions, fraction, numerator, unit fraction, fractions greater than one		
Benchmark(s)	Supporting Resources	Examples and Notes
<p>MAFS.3.NF.1.1- 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 $1/b$.</p> <p>MAFS.3.NF.1.2- Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p style="margin-left: 20px;">a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the</p>	<p>CPALMS:</p> <ol style="list-style-type: none"> 1. What’s the Part? What’s the Whole? (ID # 32876) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/32876 2. The Human Number Line (ID # 49794) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/49794 3. Comparing Fractions with Brownies (ID # 31351) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/31351 4. Fact-O-Bot (ID # 33016) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/33016 	<p>Marty and two of her friends are making a cake. They will each eat an equal fraction of the cake. How much of the cake will each person eat?</p> <p>What is the name of the point located at $4/3$? (Answer should be located on a number line)</p> <p>Mark and James both walk to school. The number line model below shows the distance each of them must walk to get from home to school. How much farther does Mark have to walk than James to get to school?</p>

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<p>endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>MAFS.3.NF.1.3- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to</p>	<p>iewResourceLesson/Preview/33016</p> <p>My Math- 10.1, 10.2, 10.3, 10.5, 10.6, 10.7, 10.8</p> <p>Math Reads-</p> <ol style="list-style-type: none"> 1. <i>Fractions = Trouble!</i> 2. <i>Go, Fractions!</i> 3. <i>Grandfather Tang's Story</i> <p>Calendar Math</p> <p>AIMS</p> <p>Websites:</p> <p>Discovery Ed.-</p> <ol style="list-style-type: none"> 1. Understanding Fractions, Equivalent Fractions 2. More about Fractions (Lesson 4) <p>Brainpop- Fractions</p> <p>Brainpop Jr.</p> <ol style="list-style-type: none"> 1. More Fractions 2. Equivalent Fractions 3. Basic Parts of a Whole <p>Study Jams-</p> <ol style="list-style-type: none"> 1. Fractions 	
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<p>whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p> <p>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, e.g., by using a visual fraction model.</p> <p>MAFS.3.G.1.2- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>	<p>2. Equivalent Fractions</p> <p>Leveled Reader on www.connectED.mcgraw-hill.com:</p>	
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Pacing Dates:
November 30 – December 11

Concept: Time		
Essential Question: How do we measure time and time intervals to the nearest minute?		
Vocabulary: analog clock, digital clock, elapsed time		
Benchmark(s)	Supporting Resources	Examples and Notes
<p>MAFS.3.MD.1.1- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>	<p>CPALMS</p> <ol style="list-style-type: none"> 1. Telling time practice (ID # 24470) http://www.cpalms.org/Public/PreviewResourceUrl/Preview/24470 2. Time match clocks (ID # 53965) http://www.cpalms.org/Public/PreviewResourceUrl/Preview/53965 3. Telling time worksheet (ID # 1037) http://www.cpalms.org/Public/PreviewResourceUrl/Preview/1037 4. Are we there yet? (ID # 73268) http://www.cpalms.org/Public/PreviewResourceUrl/Preview/73268 	<p>Tommy went to the pool from 2:00 p.m. to 3:20 p.m. How long was Tommy’s visit to the pool? (Answer is 80 minutes, NOT 1 hour and 20 min.)</p> <p>The clocks below show the start and end time for Tina’s bike ride. How long was her bike ride? (Answer in minutes)</p>

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	<p>reviewResourceLesson/Preview/73268</p> <p>5. Your time is up! (ID # 49901) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/49901</p> <p>6. Scheduling a school day: Creating your own classroom schedule (ID # 51029) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/51029</p> <p>7. Elapsed time in the real world (ID # 1670) http://www.cpalms.org/Public/PreviewResourceUrl/Preview/1670</p> <p>My Math- 11.5 and 11.6</p> <p>Math Reads <i>1. Telling Time</i></p> <p>Calendar Math</p> <p>AIMS</p> <p>Websites: Discovery Ed. 1. Grade 03; Elapsed Time</p>	
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	<p>Study Jams- Elapsed Time, Tell Time</p> <p>Brainpop- Elapsed Time</p> <p>Brainpop Jr.</p> <ol style="list-style-type: none">1. Time to the Hour2. Time to the Minute3. Elapsed Time4. Time to the Quarter and Half Hour <p>Leveled Reader on www.connectED.mcgraw-hill.com:</p>	
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<p>Pacing Dates: December 14- January 8</p>
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Concept: Represent and Interpret Data		
Essential Question: How do we obtain useful information from a set of data?		
Vocabulary: analyze, bar graph, data, frequency table, half inch, interpret, key, line plot, pictograph, picture graph, quarter inch, scale, survey, tally chart, tally marks		
Benchmark(s)	Supporting Resources	Examples and Notes
<p>MAFS.3.MD.2.3- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</p> <p>MAFS.3.MD.2.4- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>CPALMS:</p> <ol style="list-style-type: none"> 1. Fitness Frenzy (ID # 30747) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/30747 2. Candy Judging (ID # 44421) http://www.cpalms.org/Public/PreviewResourceUrl/Preview/44421 3. Intro to Bar Graphs (ID # 30659) http://www.cpalms.org/Public/PreviewResourceUrl/Preview/30659 4. Measurement Mania (ID # 49524) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/49524 	<p>Some students made the bar graph below to show the number of fish they have. How many more goldfish does Carla have than John?</p> <p>Some third grade students were asked to choose their favorite food for dinner. The bar graph below shows their answers. How many more students chose steak than mac and cheese?</p> <p>The data set has the lengths, in inches, of some objects is graphed on the line plot below. Which object could be part of the data set graphed on this line plot?</p>

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	<p>5. Measure Up! Measuring to Make a Line Plot (ID # 46631) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/46631</p> <p>My Math- 12.1, 12.2, 12.3, 12.4, 12.5, 12.7</p> <p>Math Reads</p> <ol style="list-style-type: none"> 1. <i>How Tall, How Short, How Far Away?</i> 2. <i>Lucky Beans</i> 3. <i>Millions to Measure</i> <p>Calendar Math</p> <p>AIMS</p> <p>Websites:</p> <p>Discovery Ed. Resources-</p> <ol style="list-style-type: none"> 1. Record Data Favorite Ice Cream Flavor Worksheet 2. Grade 03; Bar Graphs 3. Using a Picture Graph <p>Study Jams:</p> <ol style="list-style-type: none"> 1. Pictograph 2. Line Plots 3. Choosing the Correct Graph 	
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	<p>Brainpop Jr.</p> <ol style="list-style-type: none">1. Line Graph2. Pictographs3. Tally Charts and Bar Graphs <p>Leveled Reader on www.connectED.mcgraw-hill.com:</p>	
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<p>Pacing Dates: January 11 – January 22</p>

Concept: Two-Dimensional Figures		
Essential Question: How can you identify and distinguish between the different types of quadrilaterals?		
Vocabulary: attribute, parallel, parallelogram, quadrilateral, rectangle, rhombus, angle, right angle, square,		
Benchmark(s)	Supporting Resources	Examples and Notes
<p>MAFS.3.G.1.1- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>CPALMS:</p> <ol style="list-style-type: none"> 1. Pretzel Quadrilaterals (ID # 37939) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/37939 2. Shape Up or Ship Out (ID # 49868) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/49868 3. Quadrilateral Quest (ID # 32949) http://www.cpalms.org/Public/PreviewResourceLesson/Preview/32949 <p>My Math- 14.4, 14.5</p>	<p>Emma drew a quadrilateral with only one pair of equal sides. Which shape could she have drawn?</p> <p>Look at the shape below. Which words should be used to name the shape? (Sample Answer: polygon and quadrilateral)</p>

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	<p>Math Reads</p> <ol style="list-style-type: none">1. <i>I Spy Shapes in Art</i>2. <i>Shape Up!</i>3. <i>The Greedy Triangle</i> <p>Calendar Math</p> <p>AIMS</p> <p>Websites:</p> <p>Discovery Ed:</p> <ol style="list-style-type: none">1. Grade 03; Quadrilaterals2. Grade 03; Quadrilaterals: Analyzing Quadrilaterals <p>Study Jams</p> <ol style="list-style-type: none">1. Classify Quadrilaterals <p>Leveled Reader on www.connectED.mcgraw-hill.com:</p>	
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