

August 2019

Sun	Mon	Tue	Wed	Thu	Fri	Standards
<b>Purposes of Assessments:</b> <ul style="list-style-type: none"> <li>iSM (iReady Standards Mastery) is a formative assessment used for organizing Success groups during Learning Log meetings</li> <li>Unit Assessments can be used as instructional tools for review and for ILEARN Prep</li> <li>The date of administration and purpose of Lesson Quizzes is up to teacher's discretion (example: for calculating report card grade)</li> </ul>				1	2	<b>3</b> Resource: <a href="https://qfletchy.com/">https://qfletchy.com/</a>  Click each standard code to access its IDOE Math Framework.  Click "Item Specification" for easy access.
<b>4</b> BOY Learning Log Meeting- <i>*Analyze Spring Data</i> <i>*i-Ready Central Data Chat</i> <i>*Conducted and Date set by Principal</i>	5	6	7	8	9	10
<b>11</b> Lesson 0 is in the Teacher Toolbox - Use provided PowerPoint Slides (15-20 minutes) Remainders of Math Block is Prerequisite Lesson	12	13	<b>14</b> Lesson 0 Day 1	<b>15</b> Lesson 0 Day 2	<b>16</b> Lesson 0 Day 3	17
18	<b>19</b> Lesson 0 Day 4	<b>20</b> Lesson 0 Day 5	<b>21</b> NWEA Lesson 8a Read, Write, and Compare Four-Digit Numbers 3.NS.1, 3.NS.2	22	23	<b>24</b> <a href="#">Item Specification</a> <b>3.NS.1</b> Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.
<b>25</b> iReady Math BOY Diagnostic Aug 27-Sept 7 (proposed)	26	27	28	29	<b>30</b> Lesson 8a Quiz iSM 3.NS.1, 3.NS.2 (2 standards combined)	<b>31</b> <a href="#">Item Specification</a> <b>3.NS.2</b> Compare two whole numbers up to 10,000 using >, =, and < symbols.

September 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Standards
1	<b>LABOR DAY</b>	3 <b>Lesson 8b</b> <b>Use Place Value to Round Numbers</b> 3.NS.9	4	5	6	7 <a href="#">Item Specification</a> <b>3.NS.9</b> Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.
8 NWEA BOY Sept. 10 - 21	9	10 <b>Lesson 8b</b> <b>Quiz</b> 3.NS.9	11 <b>Lesson 9</b> <b>Use Place Value to Add and Subtract</b> 3.AT.1 and 3.C.1	12	13	14 <a href="#">Item Specifications</a> <b>3.AT.1</b> Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). <a href="#">QUIZ</a>
15	16	17	18	19	20 <b>Lesson 9</b> <b>Quiz</b> iSM 3.AT.1, 3.C.1 (2 iSM's)	21 <a href="#">Item Specifications</a> <b>3.C.1</b> Add and subtract whole numbers fluently within 1000.  <a href="#">Item Specifications</a> <b>3.C.2</b> Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.
22	23 <b>Lesson 1</b> <b>Understand the Meaning of Multiplication</b> 3.C.2 and 3.AT.4	24	25 <b>eLearning Day</b>	26	27 <b>Lesson 1</b> <b>Quiz</b> 3.C.2 and 3.AT.4	28 <a href="#">Item Specifications</a> <b>3.AT.4</b> Interpret a multiplication equation as equal groups (e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.
29	30					

October 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Standards
29	30 <b>Lesson 2</b> Use Order and Grouping to Multiply 3.C.2	1	2	3	4 <b>Lesson 2 Quiz</b>	5 <a href="#">Item Specifications</a> <b>3.C.2</b> Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.
6 <b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.	7 <b>Lesson 3</b> Split Numbers to Multiply 3.C.2	8	9	10	11 <b>Lesson 3 Quiz</b> iSM 3.C.2 instructional tool	12 <a href="#">Item Specifications</a> <b>3.M.5</b> Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. <a href="#">QUIZ</a>
13	14 <b>Lesson 27</b> UNDERSTAND area (no quiz)	15	16	17 <b>Lesson 28</b> Multiply to Find Area 3.M.5, 3.M.6	18	19 <a href="#">Item Specifications</a> <b>3.M.6</b> Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
20 <b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.	21	22	23 <b>Lesson 28 Quiz</b> 3.M.5, 3.M.6	24 <b>Parent Teacher Conferences</b>	25 <b>Fall Break</b>	26
27 <b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.	28 <b>Lesson 10</b> Represent & solve word problems using multiplication and division <u>3.AT.2</u>	29	30	31		<a href="#">Item Specifications</a> <b>3.AT.2</b> Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). <a href="#">QUIZ</a>

SCEC GR 3 Math Instructional Calendar 2019

Click each standard's code to access its math framework

November 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Standards
					1 <b>Lesson 10 Quiz</b> 3.AT.2	2 <a href="#">Item Specifications</a> <b>3.C.4</b> Interpret whole-number <b>quotients</b> of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).
3 <b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.	4 <b>Lesson 4 UNDERSTAND the Meaning of Division</b> 3.C.4	5 eLearning Day	6	7 <b>Lesson 4 Quiz</b>  Cycle 3 Learning Log	8 <b>Lesson 5 How Multiplication &amp; Division are Connected</b> 3.C.5, 3.C.2, 3.C.3	9 <a href="#">Item Specifications</a> <b>3.C.5</b> Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ), or properties of operations. <a href="#">Item Specifications</a> <b>3.C.2</b> Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.
10 <b>8 STEP: Cycle 4</b>	11 Veterans Day	12	13	14	15 <b>Lesson 5 Quiz</b> 3.C.5, 3.C.2 (No iSM for C.3)	16 <a href="#">Item Specifications</a> <b>3.C.3</b> Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an <b>inverse</b> of multiplication. Understand the <b>properties of 0 and 1 in division</b> .
17 <b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.	18 <b>Lesson 6 Multiplication and Division Facts</b> 3.C.6 and 3.AT.5	19	20 Teacher Professional Development	21	22	23 <a href="#">Item Specifications</a> <b>3.C.6</b> Demonstrate <b>fluency</b> with multiplication facts and corresponding division facts of 0 to 10.
24 <b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.	25	26 <b>Lesson 6 Quiz</b> iSM 3.C.6	27 Thanksgiving	28	29	30 <a href="#">Item Specifications</a> <b>3.AT.5</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

December 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Standards
1 iReady Math MOY Diagnostic Dec 3-14 (proposed)	2 Lesson 11 Solve One-Step Word Problems Using Multiplication and Division 3.AT.2	3	4	5	6 Lesson 11 Quiz iSM 3.AT.2	7 <a href="#">Item Specifications</a> 3.AT.2 Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). <a href="#">QUIZ</a>
8 Success Focus: Use data from prior Lesson Quizzes and iSM's to determine learning targets.	9 Lesson 12 Model 2-Step Word Problems Using the Four Operations 3.AT.3	10	11	12 Cycle 4 Learning Log iSM 3.AT.2	13 Lesson 12 Quiz	14 <a href="#">Item specifications</a> 3.AT.3 Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). <a href="#">QUIZ</a>
15 8 STEP: Cycle 5 Success Focus: 3.AT.2	16 Lesson 13 Solve Two-Step Word Problems Using the Four Operations 3.AT.3	17	18	19	20 Lesson 13 Quiz iSM 3.AT.3	21
22	23 Winter Break	24	25	26	27	28
29	30	31				

January 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Standards
			1	2	3	<a href="#">4 Item Specifications</a> <b>3.NS.3</b> Understand a fraction, $1/b$ , as the quantity formed by 1 part when a whole is <b>partitioned</b> into $b$ equal parts; understand a fraction, $a/b$ , as the <b>quantity</b> formed by $a$ parts of size $1/b$ . [ <i>In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.</i> ]
5 <b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.	6  <b><math>\frac{1}{2}</math> Day</b>	7 <b>Lesson 14</b> <b>UNDERSTAND</b> <b>what a Fraction</b> <b>Is</b> <b>3.NS.3</b>	8	9	10 <b>Lesson 14 Quiz</b> <b>iSM 3.NS.3</b>	<a href="#">11 Item Specifications</a> <b>3.G.4</b> Partition shapes into parts with equal areas. Express the area of each part as a <b>unit fraction</b> of the whole ( $1/2$ , $1/3$ , $1/4$ , $1/6$ , $1/8$ ). <a href="#">QUIZ</a>
12	13 <b>Lesson 33A</b> <b>Divide Shapes into</b> <b>Parts with Equal Areas</b> <b>3.G.4</b>	14	15	16	17 <b>Lesson 33A</b> <b>Quiz</b> <b>3.G.4</b>	<a href="#">18 Item Specifications</a> <b>3.NS.4</b> Represent a fraction, $1/b$ , on a <b>number line</b> by defining the <b>interval</b> 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 <b>endpoint</b> of the part based at 0 locates the number $1/b$ on the number line.
19	20  <b>MLK Day</b>	21 <b>Lesson 15</b> <b>Understand</b> <b>Fractions on a</b> <b>Number Line</b> <b>iSM 3.NS.4,</b> <b>3.NS.5</b>	22	23  <b>Cycle 5</b> <b>Learning Log</b> <b>Meeting</b> <b>iSM 3.G.4</b>	24 <b>Lesson 15</b> <b>Quiz</b> <b>iSM 3.NS.4, 3.NS.5</b> <b>(combined)</b>	<a href="#">25 Item Specifications</a> <b>3.NS.5</b> Represent a fraction, $a/b$ , on a number line by marking off 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.
26 <b>8 STEP: Cycle 6</b>	27 <b>Lesson 16</b> <b>Understand Equivalent</b> <b>Fractions</b> <b>3.NS.6</b>	28	29	30	31 <b>Lesson 16</b> <b>Quiz</b> <b>iSM 3.NS.6</b>	<a href="#">Item Specifications</a> <b>3.NS.6</b> Understand two fractions as <b>equivalent</b> (equal) if they are the same size, based on the same whole or the same point on a number line. <a href="#">QUIZ</a>

February 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Standards
						1
2 <b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.	3 <b>Lesson 17</b> <b>Find Equivalent Fractions</b> 3.NS.7	4	5	6	7 <b>Lesson 17 Quiz</b> iSM 3.NS.7	8 <a href="#">Item Specifications</a> <b>3.NS.7</b> Recognize and generate simple <b>equivalent fractions</b> (e.g., $1/2 = 2/4$ , $4/6 = 2/3$ ). Explain why the fractions are equivalent (e.g., by using a visual fraction model).
9	10 <b>Lessons 18 -19</b> <b>Comparing Fractions</b> 3.NS.8	11	12	13 <b>Lesson 19 Quiz</b> iSM 3.NS.8	14 <b>NO SCHOOL</b>	15 <a href="#">Item Specifications</a> <b>3.NS.8</b> Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions (e.g., by using a visual fraction model). <b>QUIZ</b>
16	17 <b>PRESIDENTS DAY</b>	18 <b>Lesson 20</b> <b>Tell and Write Time</b> 3.M.3	19	20 <b>Cycle 6 Learning Log Meeting</b>	21	22 <a href="#">Item Specifications</a> <b>3.M.3</b> Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.
23 <b>8 STEP: Cycle 7</b>	24	25 <b>Lesson 20 Quiz</b> 3.M.3	26 <b>Lesson 21</b> <b>Solve Problems about Time</b> 3.M.3	27 <b>Parent Teacher Conferences</b>	28	29

March 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Standards
<b>1</b> <b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.	2	3	4	5		
<b>8</b> <b>Success Focus:</b>	<b>9</b> <b>Lesson 31b</b> Find the Value of Coins and Bills 3.M.4	10	11	12	<b>13</b> <b>Lesson 31b Quiz</b>	<b>14</b> <a href="#">Item Specifications</a> <b>3.M.4</b> Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase. <a href="#">QUIZ</a>
<b>15</b> IREAD WINDOW March 16 – April 3	<b>16</b> <b>Lesson 23b</b> Measure Weight & Temperature 3.M.2	17	18	<b>19</b> Cycle 7 Learning Log Meeting iSM 3.M.3	20	<b>21</b> <a href="#">Item Specifications</a> <b>3.M.2</b> Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit. <a href="#">QUIZ</a>
22	<b>23</b> <b>Lesson 31A</b> Understand Properties of Shapes 3.G.2 and 3.G.3  <b>Lessons 32</b> Classify Quadrilaterals 3.G.2	24	25	26	<b>27</b> <b>Lesson 32 Quiz</b>	<b>28</b> <a href="#">Item Specifications</a> <b>3.G.2</b> Understand that shapes (e.g., rhombuses, rectangles, and others) may share <b>attributes</b> (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories. <a href="#">QUIZ</a>
29	<b>30</b> Spring Break	<b>31</b>				<a href="#">Item Specifications</a> <b>3.G.3</b> Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes. <a href="#">QUIZ</a>



April 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Standards
<p><b>8 STEP:Cycle 8</b> Success Focus:</p>	30	31	1 <b>Spring Break</b>	2	3	4
<p>5 Success Focus: Use data from prior Lesson Quizzes and iSM's to determine learning targets.</p>	<p>6 <b>Lesson 26</b> Measure Length and Plot Data on Line Plots 3.M.2, 3.DA.2</p>	7	8	<p>9 <b>Lesson 26</b> Quiz optional</p>	<p>10 <b>Good Friday</b></p>	<p>11 <a href="#">Item Specification</a> <b>3.M.2</b> Choose and use appropriate units and <b>tools</b> to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.</p>
<p>12 Success Focus:</p>	<p>13 <b>Lesson 30</b> Connect Area and Perimeter 3.M.7</p>	14	15	16	17	<p>18 <a href="#">Item Specification</a> <b>3.DA.2</b> Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a <b>line plot</b>, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters. <b>QUIZ</b></p>
<p>19 <b>ILEARN WINDOW</b> April 20 - May 15</p>	20	21	22	<p>23 <b>Cycle 8 Learning Log Meeting</b></p>	24	<p>25 <a href="#">Item Specifications</a> <b>3.M.7</b> Find perimeters of <b>polygons</b> given the side lengths or by finding an unknown side length. <b>QUIZ</b></p>
<p>26 Success Focus:</p>	<p>27 <b>Lesson 22 &amp; 23a</b> Mass 3.M.1</p>	28	29	30		<p><a href="#">Item Specification</a> <b>3.M.1</b> Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).</p>

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May 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Standards
<p><b>Success Focus:</b> Use data from prior Lesson Quizzes and iSM's to determine learning targets.</p>					1  Lesson 22/23a Quiz optional	2
<p>3 <b>8 STEP:Cycle 9</b> Success Focus: Unit 5</p>	<p>4 <b>Lesson 24</b> Solve Problems Using Scaled Graphs 3.DA.1  <b>Lesson 25</b> Draw Scaled Graphs</p>	5	6	7	8	<p>9 <a href="#">Item Specifications</a> <b>3.DA.1</b> Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data. <a href="#">QUIZ</a></p>
10	<p>11 <b>Lesson 33B</b> Describe Three-Dimensional Shapes 3.G.1</p>	12	13	14	15	<p>16 <a href="#">Item Specifications</a> <b>3.G.1</b> Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.</p>
<p>17 iReady Math EOY Diagnostic May 20-31 (proposed)</p>	<p>18 <b>Lesson 29</b> Add Areas</p>	19	20	21	22	23
24	<p>25 <b>MEMORIAL DAY</b></p>	<p>26 EOY Review: Math in Action Unit 1- 2 Mid Unit Assessments Unit Review/Games (Practice &amp; Problem Solving Book) 4th Grade Prerequisites</p>	<p>27 EOY Review: Math in Action Unit 3 &amp; 4 Mid Unit Assessments Unit Review/Games (Practice &amp; Problem Solving Book) 4th Grade Prerequisites</p>	28	29	30
31						

# SCEC GR 3 Math Instructional Calendar 2020

June 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 LAST DAY OF SCHOOL	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				