August 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2						8
9	10 1st Day of School Unit 1 Pretest	11 Diagnostic Assessment	12 MCC3.NBT.1: Use place value understanding to round whole numbers to the nearest 10or 100 MCC3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms	13	14	15
16	17 MCC3.NBT.1: Use place value understanding to round whole numbers to the nearest 10or 100 MCC3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms (Full standard found in unit plan) MCC3.OA.8: Solve two-step problems involving the four operations. (Full standard found in unit plan) MCC3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table.	18	19	20	21	22
23	24 MCC3.NBT.1: Use place value understanding to round whole numbers to the nearest 10or 100 MCC3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms (Full standard found in unit plan) MCC3.OA.8: Solve two-step problems involving the four operations. (Full standard found in unit plan) MCC3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table.	25	26	27	28 Formative Assessment	29
30	31					

YEAR LONG STANDARDS

MCC3.MD.3: Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve 1 and 2 step "how many more" and 'how many less" problems using info. Presented in scaled bar graphs.

MCC3.MD.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.

MCC3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition

September 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 MCC3.NBT.1: Use place value understanding to round whole numbers to the nearest 10or 100 MCC3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms (Full standard found in unit plan) MCC3.OA.8: Solve two-step problems involving the four operations. (Full standard found in unit plan) MCC3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table MCC3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range of 10-90	2	3	4	5
6	7 No School	8 MCC3.NBT.1: Use place value understanding to round whole numbers to the nearest 10or 100 MCC3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms (Full standard found in unit plan) MCC3.OA.8: Solve two-step problems involving the four operations. (Full standard found in unit plan) MCC3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table	9	10	11 Unit Summative	12
13	14 Pretest MCC3.OA.1: Interpret products of whole numbers (5 x 7) as the total 5 groups of 7 objects each MCC3.OA.3: use multiplication and division within 100 to solve word problems (Look at Unit Plan) MCC3.OA.4: Determine the unknown number in a X or ÷ equation relating 3 whole numbers (8 x ? = 48)	15	16	17	18	19
20	21 MCC3.OA.1: Interpret products of whole numbers (5 x 7) as the total 5 groups of 7 objects each MCC3.OA.3: use multiplication and division within 100 to solve word problems (Look at Unit Plan) MCC3.OA.4: Determine the unknown number in a X or ÷ equation relating 3 whole numbers (8 x ? = 48) MCC3.OA.5: Apply properties of operations as strategies to multiply and divide.	22	23	24	25	26
27	28 MCC3.OA.3: use multiplication and division within 100 to solve word problems (Look at Unit Plan) MCC3.OA.4: Determine the unknown number in a X or ÷ equation relating 3 whole numbers (8 x ? = 48) MCC3.OA.5: Apply properties of operations as strategies to multiply and divide.	29	30			

October 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 Formative	3
			MCC3.OA.7: Fluently multiply and divide within 100 using strategies such as the relationship between X and ÷ MCC3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range of 10-90			
4	5	6	7	8	9	10
	MCC3.OA.3: use multiplication and division within 100 to solve word problems MCC3.OA.2: Interpret whole-number quotients of whole numbers (56÷8) as the number of objects in each share. MCC3.OA.6: Understand division as an unknown-factor problem. MCC3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range of 10-90					
11	12	13	14	15	16	17
	MCC3.OA.2: Interpret whole-number quotients of whole numbers (56÷8) as the number of objects in each share. MCC3.OA.6: Understand division as an unknown-factor problem. MCC3:OA.7: Fluently multiply and divide using strategies such as the relationship between multiplication and division					
18	19 ITBS	20 ITBS	21 ITBS	22 ITBS	23 ITBS	24
	MCC3.OA.2: Interpret whole-number quotients of whole numbers (56÷8) as the number of objects in each share. MCC3.OA.6: Understand division as an unknown-factor problem. MCC3:OA.7: Fluently multiply and divide using strategies such as the relationship between multiplication and division					
25	26	27	28	29	30 Unit 2 Summative	31
	MCC3.OA.3: use multiplication and division within 100 to solve word problems (Look at Unit Plan) MCC3.OA.4: Determine the unknown number in a X or ÷ equation relating 3 whole numbers (8 x ? = 48) MCC3.OA.5: Apply properties of operations as strategies to multiply and divide. MCC3.OA.7: Fluently multiply and divide within 100 using strategies such as the relationship between X and ÷ MCC3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range of 10-90					

November 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Unit 3 Pretest MCC3.OA.8: Solve two-step problems involving the four operations. (Full standard found in unit plan) MCC3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table MCC3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.	3	4	5	6	7
8	9 MCC3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement. MCC3.MD.6: Measure areas by counting squares (Square cm, square m, square in, square ft, etc) MCC3.MD.7: Relate area to the operations of multiplication and addition.	10	11	12	13	14
15	16 MCC3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement. MCC3.MD.6: Measure areas by counting squares (Square cm, square m, square in, square ft, etc) MCC3.MD.7: Relate area to the operations of multiplication and addition. MD.8 Solve real world and mathematical problems involving perimeters if polygons, including, finding the perimeter given the side lengths,	17	18	19	20 Formative Assessment	21
22	23	24	25	26	27	28
29	30 MCC3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement. MCC3.MD.6: Measure areas by counting squares (Square cm, square m, square in, square ft, etc) MCC3.MD.7: Relate area to the operations of multiplication and addition. MD.8 Solve real world and mathematical problems involving perimeters if polygons, including, finding the perimeter given the side lengths,					

Thanksgiving Break

December 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 Unit 3 Summative	5
		MCC3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement. **MCC3.MD.6: Measure areas by counting squares (Square cm, square m, square in, square ft, etc)** **MCC3.MD.7: Relate area to the operations of multiplication and addition.** **MD.8 Solve real world and mathematical problems involving perimeters if polygons, including, finding the perimeter given the side lengths,**				
6	7 Unit 4 Pretest	8	9	10	11	12
	MCC3.G.1: Understand that shapes in different categories may share attributes (4 sides) and the shared attributes may define a larger category (quadrilaterals). **Read full standard** **MCC3.G.2:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of a whole.					
13	14	15		17	18 Formative	19
	MCC3.G.1: Understand that shapes in different categories may share attributes (4 sides) and the shared attributes may define a larger category (quadrilaterals). **Read full standard** **MCC3.G.2:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of a whole. (Read)					
20	21	22	23	24	25	26
		Winter Break				
27	28	29	30	31		
		Winter Break				

January 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Teacher Workday	5 Professional Development Day	6 **MCC3.G.1:** Understand that shapes in different categories may share attributes (4 sides) and the shared attributes. **MCC3.G.2:** Partition shapes into parts with equal areas. Express the area of	7	8	9
10	11 **MCC3.G.1:** Understand that shapes in different categories may share attributes (4 sides) and the shared attributes **MCC3.G.2:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of a whole.	12	13	14	15	16
17	18 MLK holiday	19 **MCC3.G.1:** Understand that shapes in different categories may share attributes (4 sides) and the shared attributes may define a larger category (quadrilaterals). **Read full standard** **MCC3.G.2:** Partition shapes into parts with equal areas. Express the area of each part as a unit	20	21	22 Summative	23
24	25 Unit 5 Pretest **MCC3.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.*** **MCC3.NF.2:** Understand a fraction as a number on a number line diagram.	26	27	28	29	30
31						

February 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5 Formative	6
	MCC3.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.*** **MCC3.NF.2:** Understand a fraction as a number on a number line diagram.					
7	8	9	10	11	12	13
	MCC3.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.*** **MCC3.NF.2:** Understand a fraction as a number on a number line diagram.					
14	15	16	17	18	19	20
	MCC3.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.*** **MCC3.NF.2:** Understand a fraction as a number on a number line diagram. (***please read elements of standard)*** .**MCC3.NF.3:** Equivalent Fractions and Comparing Fractions					
21	22	23	24	25	26 Unit 5 Summative	27
	MCC3.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.*** **MCC3.NF.2:** Understand a fraction as a number on a number line diagram. (***please read elements of standard)*** .**MCC3.NF.3:** Equivalent Fractions and Comparing Fractions					
28	29 Unit 6 Pretest					

March 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
	MCC3.MD.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 number line diagrams. **MCC3.MD.2:** Measure and estimate liquid volumes and masses of objects					
6	7	8	9	10	11	12
	MCC3.MD.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 number line diagrams. **MCC3.MD.2:** Measure and estimate liquid volumes and masses of objects					
13	14	15	16	17	18 Unit 6 Summative	19
	MCC3.MD.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 number line diagrams. **MCC3.MD.2:** Measure and estimate liquid volumes and masses of objects					
20	21	22	23	24	25	26
	MCC3.MD.3: Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve 1 and 2 step “how many more” and ‘how many less” problems using info. Presented in scaled bar graphs. **MCC3.MD.4:** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.					
27	28	29	30	31		
	MCC3.MD.3: Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve 1 and 2 step “how many more” and ‘how many less” problems using info. Presented in scaled bar graphs. **MCC3.MD.4:** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.					

April 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	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

Spring Break

Standards Review

GEORGIA MILESTONES TESTING WINDOW

GEORGIA MILESTONES TESTING WINDOW

MCC3.NBT.1: Use place value understanding to round whole numbers to the nearest 10or 100

MCC3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms (Full standard found in

May 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 **MCC3.NBT.1: Use place value understanding to round whole numbers to the nearest 10or 100** **MCC3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms (Full standard found in unit plan)** **MCC3.OA.8: Solve two-step problems involving the four operations. (Full standard found in unit plan)**	3	4	5	6	7
8	9 **MCC3.OA.3: use multiplication and division within 100 to solve word problems (Look at Unit Plan)** **MCC3.OA.4: Determine the unknown number in a X or ÷ equation relating 3 whole numbers (8 x ? = 48)** **MCC3.OA.5: Apply properties of operations as strategies to multiply and divide.**	10	11	12	13	14
15	16 **MCC3.OA.3: use multiplication and division within 100 to solve word problems (Look at Unit Plan)** **MCC3.OA.4: Determine the unknown number in a X or ÷ equation relating 3 whole numbers (8 x ? = 48)** **MCC3.OA.5: Apply properties of operations as strategies to multiply and divide.**	17	18	19	20	21
22	23 **MCC3.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.*** **MCC3.NF.2:** Understand a fraction as a number on a number line diagram.	24	25	26	27	28
29	30	31				