

# Third Grade ATeam

Cloverleaf Elementary School  
Sarah Beth Clayton, Annie Davidson, & Amanda Jorda

# Curriculum Calendar: Pacing Guide

## Curriculum Map — August

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
5 Morning of School (Rituals, routines, etc.)				
10	11	12	13	14
Math Unit 1: Numbers & Operations in Base-10 (Place Value Review & Ready Diagnostic) Social Studies Unit 1: American Indian Cultures (SS3AH)				
18	19	20	21	22
Math Unit 1: Numbers & Operations in Base-10 (Rounding: NBT 1) Social Studies Unit 1: American Indian Cultures (SS3AH)				
24	25	26	27	28
MAPS TEACHING Social Studies Unit 1: American Indian Cultures (SS3AH)				
31				
Math Unit 1: Numbers & Operations in Base-10 (Rounding: NBT 1) Social Studies Unit 1: American Indian Cultures (SS3AH)				

Visit under: Teachers, Grades 4 & 5

## Curriculum Map — September

Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
Math Unit 1: Numbers & Operations in Base-10 (Rounding: NBT 1) Social Studies Unit 1: American Indian Cultures (SS3AH)				
7	8	9	10	11
7 Labor Day Math Unit 1: Numbers & Operations in Base-10 (Adding & Subtracting: NBT 2) Social Studies Unit 1: American Indian Cultures (SS3AH)				
14	15	16	17	18
Math Unit 1: Numbers & Operations in Base-10 (Adding & Subtracting: NBT 2) Social Studies Unit 1: Historical Understandings: American Indian Cultures (SS3AH)				
21	22	23	24	25
21 Fall Break 22 Fall Break 23 Fall Break 24 CFA 1 (Sub) 25 Assessment in Base-10: Add & Subtract: Word Problems: American Indian Cultures (SS3AH)				
28	29	30		
Math Unit 1: Numbers & Operations in Base-10 (Adding & Subtracting: NBT 2) Social Studies Unit 1: Historical Understandings: American Indian Cultures (SS3AH)				

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## Curriculum Map — October

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
Math Unit 1: Numbers & Operations in Base-10 (Adding & Subtracting: NBT 2) Social Studies Unit 1: Historical Understandings: American Indian Cultures (SS3AH)				
5	6	7	8	9
5 Unit 1 Test Math Unit 1: Numbers & Operations in Base-10 (Adding & Subtracting: NBT 2) Social Studies Unit 1: Geographic Understandings (10001, SS362, SS363)				
12	13	14	15	16
12 Pre-CFA unit 2 Math Unit 2: Multiplication & Division (Understand Multiplication: 3.OA.1) Science Unit 1: Georgia Habitats (SLS)				
19	20	21	22	23
19 Math Unit 2: Multiplication & Division (Multiply by Multiples of 10: 3.NF.3) Science Unit 1: Georgia Habitats (SLS)				
26	27	28	29	30
26 Pre-CFA 2 Math Unit 2: Multiplication & Division (Properties of Operations: 3.OA.2) Science Unit 1: Georgia Habitats (SLS)				

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## Curriculum Map — November

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
2 Math Unit 2: Multiplication & Division (Properties of Operations: 3.OA.2) Science Unit 1: Georgia Habitats (SLS)				
9	10	11	12	13
9 In-CFA unit 2 Math Unit 2: Multiplication & Division (Division: 3.OA.2) Science Unit 1: Georgia Habitats (SLS)				
16	17	18	19	20
16 Math Unit 2: Multiplication & Division (Determine Unknown: 3.OA.6 & 3.OA.4) Science Unit 1: Georgia Habitats (SLS)				
23	24	25	26	27
23 Thanksgiving 24 Thanksgiving 25 Thanksgiving 26 Thanksgiving 27 Thanksgiving				
30				
Math Unit 2: Multiplication & Division (Word Problems: 3.OA.1) Science Unit 1: Georgia Habitats (SLS)				

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## Curriculum Map — December

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
Math Unit 2: Multiplication & Division (Word Problems: 3.OA.1) Science Unit 1: Georgia Habitats (SLS)				
7	8	9	10	11
7 Math Unit 2: Multiplication & Division (READY DIAGNOSTIC & Fluency: 3.OA.7) Science Unit 1: HEAT Energy (SLS)				
14	15	16	17	18
14 Math Unit 2: Multiplication & Division (Simplifying: 3.MD.4, MD.4) Science Unit 2: HEAT Energy (SLS)				
21	22	23	24	25
28	29	30	31	

Visit under: Teachers, Grades 4 & 5

## Curriculum Map — January

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
4 TEACHER WORK DAY Math Unit 3: Patterns in Addition & Multiplication (3.OA.4) Social Studies Unit 3: European Exploration & British Colonial America (SS3AQ & SS3AC)				
11	12	13	14	15
11 Math Unit 3: Patterns in Addition & Multiplication (MD.3, MD.4, MD.7) Social Studies Unit 3: European Exploration & British Colonial America (SS3AQ & SS3AC)				
18	19	20	21	22
18 Math Unit 3: Patterns in Addition & Multiplication (Two-Step Problems: OA.5) Social Studies Unit 3: European Exploration & British Colonial America (SS3AQ & SS3AC)				
25	26	27	28	29
25 Math Unit 3: Patterns in Addition & Multiplication (Two-Step Problems: OA.5) Social Studies Unit 3: European Exploration & British Colonial America (SS3AQ & SS3AC)				

Visit under: Teachers, Grades 4 & 5

## Curriculum Map — February

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
1 Pre-CFA Review Math Unit 4: Population (3.MD.5) Social Studies Unit 3: European Exploration & British Colonial America (SS3AQ & SS3AC)				
8	9	10	11	12
8 Math Unit 4: Population (3.MD.5) Social Studies Unit 3: European Exploration & British Colonial America (SS3AQ & SS3AC)				
15	16	17	18	19
15 Math Review (3.OA.4, 3.OA.5) Social Studies Unit 3: European Exploration & British Colonial America (SS3AQ & SS3AC)				
22	23	24	25	26
22 In-CFA Practice Math Unit 5: Fractions (3.NF.1 & 3.NF.2) Social Studies Unit 4: Government & Civic Understandings (SS3CG.1 & SS3CC.2)				
29	30			
29 In-CFA Practice Math Unit 5: Fractions (3.NF.1 & 3.NF.2) Social Studies Unit 4: Government & Civic Understandings (SS3CG.1 & SS3CC.2)				

Visit under: Teachers, Grades 4 & 5

## Curriculum Map — March

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
1 Math Unit 5: Fractions (3.NF.1 & 3.NF.2 & 3.NF.5) Science Unit 3: Pollution & Conservation (SLS2)				
8	9	10	11	12
8 Math Unit 5: Fractions (3.NF.1 & 3.NF.2 & 3.NF.5) Science Unit 3: Pollution & Conservation (SLS2)				
15	16	17	18	19
15 Math Review (3.NF.1 & 3.NF.2) Science Unit 3: Pollution & Conservation (SLS2)				
22	23	24	25	26
22 Math Unit 6: Geometry (3.G.1 & 3.G.2) Science Unit 3: Pollution & Conservation (SLS2)				
29	30	31		
29 Math Unit 6: Measurement (Time: MD.1) Science Unit 3: Pollution & Conservation (SLS2)				

Visit under: Teachers, Grades 4 & 5

## Curriculum Map — April

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
12 Math Unit 6: Measurement (Mass & Volume: 3.MD.2) Science Unit 3: Pollution & Conservation (SLS2)				
19	20	21	22	23
19 Math Unit 7: Testing Devices (Units 1-4) Science Unit 3: Pollution & Conservation (SLS2)				
26	27	28	29	30
26 GA Milestones Testing				

Visit under: Teachers

## Curriculum Map — May

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
3 Math Unit 7: Show What We Know (Ready Diagnostic: All Standards Review: PBL+ Grade Prep) Science Unit 3: ROCKS & Minerals & FOSSILS (SLS1 & SLS2)				
10	11	12	13	14
10 Math Unit 7: Show What We Know (All Standards Review: PBL+ Grade Prep) Science Unit 3: ROCKS & Minerals & FOSSILS (SLS1 & SLS2)				
17	18	19	20	21
17 Math Unit 7: Show What We Know (All Standards Review: PBL+ Grade Prep) Science Unit 3: ROCKS & Minerals & FOSSILS (SLS1 & SLS2)				
24	25	26	27	28
24 Last Day of School				
31				

Visit under: Teachers, Grades 4 & 5

Fractions CSA

Name: \_\_\_\_\_

**MCSEs: MF1** understand a fraction  $\frac{1}{n}$  as the quantity formed by 1 part when a whole is partitioned into  $n$  equal parts; unit fractions; understand a fraction  $\frac{a}{b}$  as the quantity formed by a parts of size  $\frac{1}{b}$ . For example,  $\frac{3}{4}$  means three one-fourths; so  $\frac{3}{4} = 3 \times \frac{1}{4} = 3 \times \frac{1}{4}$ .

**Learning Target 1:** I can use a fraction to identify a part of a whole.


**Learning Target 2:** I can identify a numerator.

**Learning Target 3:** I can identify a denominator.

**Learning Target 4:** I can identify a unit fraction.

**Learning Target 1:** I can use a fraction to identify a part of a whole.

1. What fraction of the figure is shaded?



\_\_\_\_\_

2. Draw a picture to show  $\frac{3}{4}$ .

**Learning Target 2:** I can identify a numerator.

3. What does the numerator of a fraction represent?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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4. Circle the NUMERATOR of the fraction below.

$\frac{4}{6}$

**Learning Target 4:** I can identify a unit fraction.

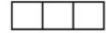
7. The rectangle is split into equal parts. What unit fraction names each part?

A. One-fourth  
B. One-sixth  
C. Six-onesh  
D. Six-eighths




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8. What unit fraction names each part of the figure below?



\_\_\_\_\_



Fractions CFA

Name: \_\_\_\_\_

**MCSEs: MF1** understand a fraction  $\frac{1}{n}$  as the quantity formed by 1 part when a whole is partitioned into  $n$  equal parts; unit fractions; understand a fraction  $\frac{a}{b}$  as the quantity formed by a parts of size  $\frac{1}{b}$ . For example,  $\frac{3}{4}$  means three one-fourths; so  $\frac{3}{4} = 3 \times \frac{1}{4} = 3 \times \frac{1}{4}$ .

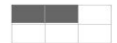
**Learning Target 1:** I can use a fraction to identify a part of a whole.

**Learning Target 2:** I can identify a numerator.

**Learning Target 3:** I can identify a denominator.

**Learning Target 4:** I can identify a unit fraction.

1. Write the fraction that represents the shaded area.



\_\_\_\_\_

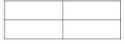
2. Circle the NUMERATOR.

$\frac{3}{8}$

3. Circle the DENOMINATOR.

$\frac{3}{8}$

4. This rectangle is split into equal parts. What unit fraction names each part?



\_\_\_\_\_

We first develop our CSA for a unit. We include a variety of question types to help prepare students for Maps & Milestones. From there, we develop our CFA. Above is our Fraction Unit CSA and our Fraction Unit CFA.



LT #4

## Essential Standard:

MGSE3.NF.1 **Understand** a fraction  $1/b$  as the quantity **formed** by 1 part when a whole is **partitioned** into  $b$  equal parts (unit fraction); **understand** a fraction  $a/b$  as the quantity **formed** by  $a$  parts of size  $1/b$ . For example,  $3/4$  means there are three  $1/4$  parts, so  $3/4 = 1/4 + 1/4 + 1/4$

LT #3

## Learning Targets:

LT #2

1: I can use a fraction to identify a part of a whole.

2: I can identify a numerator.

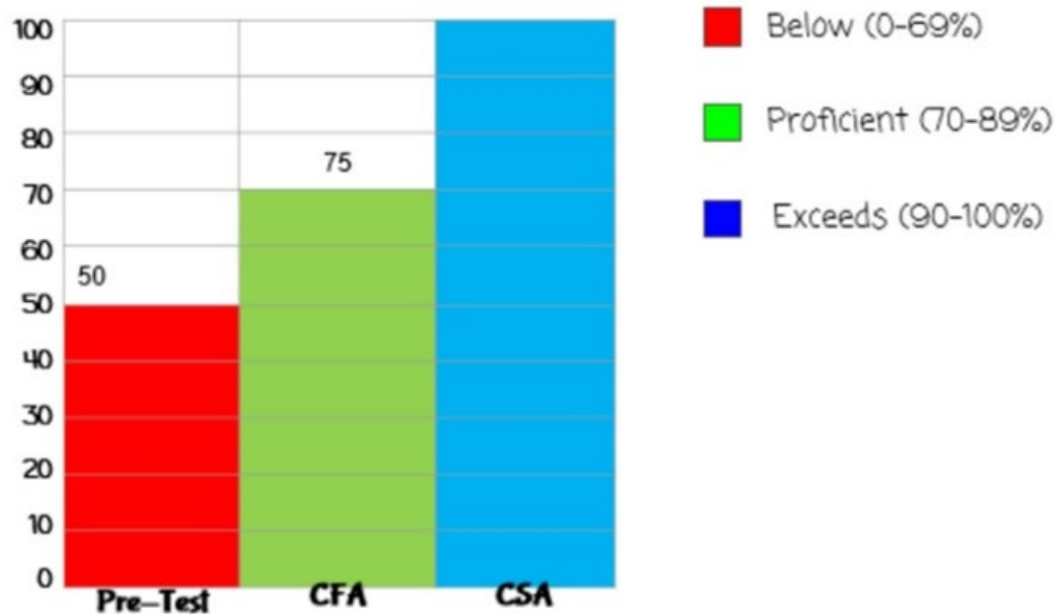
3: I can identify a denominator.

LT #1

4: I can identify a unit fraction.

# Digital Data Notebook: Student Example

Name--Fractions Data (NF.1)



**Now that I've taken the assessment...**

My goal is: My goal is to exceed on CSA.

I can focus on this learning target to help me reach my goal: I will keep on working on unit fraction to get better at it.

# Essential Standard Protocol

## Data Analysis and Intervention Plan

Code:  
 IEP: **BLUE**  
 Digital: **GREEN**  
 ESOL: **RED**  
 SST: **PURPLE**  
 Gateway: **ORANGE**

	Student Names	Planned Instructional Strategy
Below Proficiency: Reteach/Intervention		1 group:  1. Whiteboard strategies, manipulatives- Pizzas, Fractions Strips, Noodles
Proficient: Continued Instruction, to Strengthen		2 groups:  1. Error Analysis for NF.1 2. Drawing Fractions- Equal Parts! (with Nearpod & whiteboards)

Exceeds:  
Extension



3 groups:

1. Error Analysis for NF.2 & NF.3
2. Choice Board
3. Digital Escape Room

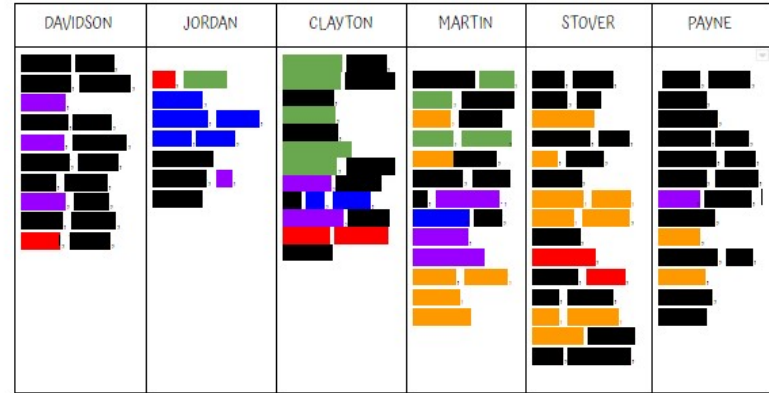
X= Student Answered Incorrectly

Name	Learning Target 1		Learning Target 2		Learning Target 3		Learning Target 4	
	#1	#2	#3	#4	#5	#6	#7	#8
TOTALS	8	11	17	5	21	8	8	13
	19		22		29		21	
Student 1		X			X			
Student 2								X
Student 3			X		X			X
Student 4			X		X			
Student 5			X		X			X
Student 6					X			
Student 7					X			
Student 8		X	X					
Student 9					X			
Student 10							X	X
Student 11			X		X			
Student 12					X			
Student 13		X	X	X				
Student 14			X					
Student 15								X
Student 16			X		X			

After analyzing the data as a whole, we break it down student-by-student and target-by-target. This allows us to see individual student needs, as well as which targets or questions students struggled with the most. Based on this, we are able to target our Tier 2 instruction to best suit these needs.

Tier 2 Groups are created based on our target breakdown. Our math team works with students who are struggling, and our ELA partners work with extension groups.

MATH Team Time Tier 2 Groups NF.1



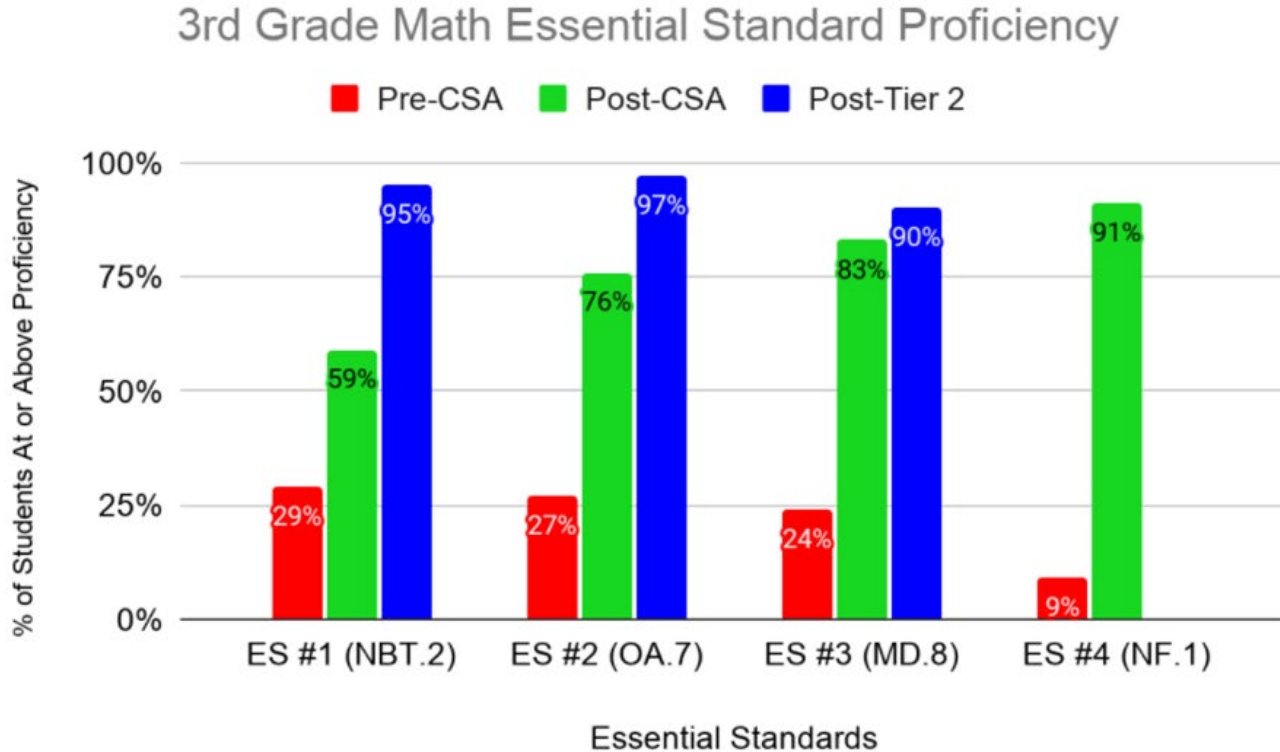
Instructional Strategy & Target

Davidson	Jordan	Clayton	Martin	Stover	Payne
Error Analysis for NF1	Whiteboard strategies, manipulatives-	Error Analysis for NF1	Digital Escape Room	Choice Board	Error Analysis for NF2 & NF3
Drawing Fractions- Equal Parts! (with Nearpod & whiteboards)	Pizzas, Fractions Strips, Noodles	Drawing Fractions- Equal Parts! (with Nearpod & whiteboards)			

- Students will swap extensions weekly



# Student Achievement Graph



# MAP Math: Third Grade

On MAP Math in Spring 2021,

**our students' grew from the 54th percentile to the 87th percentile for School Conditional Growth.**