

Fremont City Schools



Pacing Guide enVision Math Grade 3

Grading Period Three

9 Weeks of Instruction

# of Days	Topics	GLE	Need: Fill-n-Gaps
8	<p>Topic 12: Understanding Fractions</p> <ul style="list-style-type: none"> • Lesson 12-1: Dividing Regions into Equal Parts (NNSO 5) • Lesson 12-2: Fractions and Regions (NNSO 7) • Lesson 12-3: Fractions and Sets (NNSO 7) • Lesson 12-4: Benchmark Fractions (NNSO 6) • Lesson 12-6: Using Models to Compare Fractions (NNSO 6) • Lesson 12-7: Fractions on the Number Line (NNSO 6) <p>Notes:</p> <ul style="list-style-type: none"> ❖ Lessons 12-5, 12-8, and 12-9 are skipped since they are not 3rd grade standards. ❖ Lesson 12-10 will be taught in 4th quarter. 	<p>NNSO 5 - Represent fractions and mixed numbers using words, numerals and physical models.</p> <p>NNSO 6 - Compare and order commonly used fractions and mixed numbers using number lines, models (such as fraction circles or bars), points of reference, and equivalent forms using physical or visual models.</p> <p>NNSO 7 - Recognize and use decimal and fraction concepts and notations as related ways of representing parts of a whole or a set; e.g., 3 of 10 marbles are red can also be described as $\frac{3}{10}$ and 3 tenths are red.</p>	

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# of Days	Topics	GLE	Need: Fill-n-Gaps
5	<p>Topic 13: Decimals and Money</p> <ul style="list-style-type: none"> • Lesson 13-1: Fractions and Decimals (NNSO 2d, NNSO 7) • Lesson 13-2: Using Money to Understand Decimals (NNSO 2a, NNSO 2d, NNSO 7) <p>Notes:</p> <ul style="list-style-type: none"> ❖ Lessons 13-3, 13-4, and 13-5 are skipped since they are not 3rd grade standards. 	<p>NNSO 2a - Use place value concepts to represent whole numbers and decimals using numerals, words, expanded notation and physical models. For example: Recognize 100 means “10 tens” as well as a single entity (1 hundred) through physical models and trading games.</p> <p>NNSO 2d - Use place value concepts to represent whole numbers and decimals using numerals, words, expanded notation and physical models. For example: Explain the concept of tenths and hundredths using physical models, such as metric pieces, base ten blocks, decimal squares, or money.</p> <p>NNSO 4 - Count money and make change using coins and paper bills to ten dollars.</p> <p>NNSO 7 - Recognize and use decimal and fraction concepts and notations as related ways of representing parts of a whole or a set; e.g., 3 of 10 marbles are red can also be described as 3/10 and 3 tenths are red.</p>	<p>NNSO 4 – Making Change Using A Hundred’s Chart (ODE Lesson)</p> <p>NNSO 4 – Making Change (ODE Lesson)</p>

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# of Days	Topics	GLE	Need: Fill-n-Gaps
6	<p>Topic 14: Customary Measurement</p> <ul style="list-style-type: none"> • Lesson 14-1: Understanding Measurement & 14-2: Fractions of an Inch (M 2, M 5) • Lesson 14-3: Using Inches, Feet, Yards, and Miles & 14-4: Customary Units of Capacity & 14-5: Units of Weight (M 1, M 2) <p>Notes:</p> <ul style="list-style-type: none"> ❖ Lesson 14-6 is skipped since it is not a 3rd grade standard. ❖ Unit conversions are not a 3rd grade standard. 	<p>M 1 - Identify and select appropriate units for measuring.</p> <p>M 2 - Establish personal or common referents to include additional units; e.g., a gallon container of milk; a postage stamp is about a square inch.</p> <p>M 5 - Estimate and measure length, weight, and volume (capacity), using metric and U.S. customary units, accurate to the nearest $\frac{1}{2}$ or $\frac{1}{4}$ unit as appropriate.</p> <p>M 6 - Use appropriate measurement tools and techniques to construct a figure or approximate an amount of specified length, weight, or volume (capacity); e.g., construct a rectangle with length $2\frac{1}{2}$ inches and width 3 inches, fill a measuring cup to the $\frac{3}{4}$ cup mark.</p>	<p>M 5 – Measuring in Inches</p> <p>M 5 – Reading a Standard Ruler (4 worksheets)</p> <ul style="list-style-type: none"> • You do not need to use all the worksheets. <p>M 6 - Measurement (2 worksheets)</p>

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# of Days	Topics	GLE	Need: Fill-n-Gaps
5	<p>Topic 15: Metric Measurement</p> <ul style="list-style-type: none"> • Lesson 15-1: Using Centimeters and Decimeters (M 5) • Lesson 15-2: Using Meters and Kilometers & 15-3: Metric Units of Capacity (M 2, M 5) • Lesson 15-4: Units of Mass (M 1, M 2) <p>Notes:</p> <ul style="list-style-type: none"> ❖ Lesson 15-5 will be taught in 4th quarter. ❖ Decimeters are not a 3rd grade standard. ❖ Unit conversions are not a 3rd grade standard. 	<p>M 1 - Identify and select appropriate units for measuring.</p> <p>M 2 - Establish personal or common referents to include additional units; e.g., a gallon container of milk; a postage stamp is about a square inch</p> <p>M 5 - Estimate and measure length, weight, and volume (capacity), using metric and U.S. customary units, accurate to the nearest $\frac{1}{2}$ or $\frac{1}{4}$ unit as appropriate.</p>	<p>M 5 – Measuring in Centimeters (2 worksheets)</p> <p>M 5 – Reading a Metric Ruler</p>

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# of Days	Topics	GLE	Need: Fill-n-Gaps
7	<p>Topic 16: Perimeter, Area, and Volume</p> <ul style="list-style-type: none"> • Lesson 16-1: Understanding Perimeter & Lesson 16-2: Perimeter of Common Shapes (M 1, M5, M 7) • Lesson 16-5: Understanding Area & Lesson 16-6: Estimating and Measuring Area (M 7) • Lesson 16-7: Volume (M 7, GSS 5) <p>Notes:</p> <ul style="list-style-type: none"> ❖ Lessons 16-4 and 16-8 will be taught in 4th quarter. ❖ Lesson 16-3 is skipped since it is not a 3rd grade standard. 	<p>M 1 - Identify and select appropriate units for measuring.</p> <p>M 5 - Estimate and measure length, weight, and volume (capacity), using metric and U.S. customary units, accurate to the nearest $\frac{1}{2}$ or $\frac{1}{4}$ unit as appropriate.</p> <p>M 7 - Make estimates for perimeter, area, and volume using links, tiles, cubes, and other models.</p> <p>GSS 5 - Build a three-dimensional model of an object composed of cubes; e.g., construct a model based on an illustration or actual object.</p>	<p>M 7 – Junior Architects: Finding Perimeter and Area</p>

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# of Days	Topics	Gli	Need: Fill-n-Gaps
6	<p>Topic 17: Time and Temperature</p> <ul style="list-style-type: none"> • Lesson 17-1: Time to the Half Hour and Quarter Hour & 17-2: Time to the Minute (M 3) • Lesson 17-4: Elapsed Time (M 3) • Lesson 17-5: Temperature (M 1, M 4) <p>Notes:</p> <ul style="list-style-type: none"> ❖ Lesson 17-6 will be taught in 4th quarter. ❖ Lesson 17-3 is skipped since it is not a 3rd grade standard. 	<p>M 1 - Identify and select appropriate units for measuring.</p> <p>M 3 - Tell time to the nearest minute and find elapsed time using a calendar or a clock.</p> <p>M 4 - Read thermometers in both Fahrenheit and Celsius scales.</p>	<p>M 3 - What Time Is It? (2 worksheets)</p> <p>M 4 – Find the Temperature for Each Thermometer (3 worksheets)</p> <ul style="list-style-type: none"> • You do not need to use all the worksheets.

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# of Days	Topics	Gli	Need: Fill-n-Gaps
10	<p>Topic 20: Data, Graphs, and Probability</p> <ul style="list-style-type: none"> • Lesson 20-1: Organizing Data (DAP 1) • Lesson 20-2: Reading Pictographs and Bar Graphs & Lesson 20-3: Making Pictographs (DAP 2, DAP 3) • Lesson 20-4: Making Bar Graphs (DAP 3) • Lesson 20-5: Ordered Pairs and Line Graphs (GSS 3) • Lesson 20-7: Outcomes and Experiments (DAP 9) • Lesson 20-8: Line Plots and Probability (DAP 6) • Lesson 20-9: Use Tables and Graphs to Draw Conclusions (DAP 4) <p>Notes:</p> <ul style="list-style-type: none"> ❖ Identifying mode is a 3rd grade standard but is not in the enVision math 3rd grade textbook. ❖ Lesson 20-6 is skipped since it is not a 3rd grade standard. 	<p>GSS 3 – Find and name locations on a labeled grid or coordinate system; e.g., a map or graph.</p> <p>DAP 1- Collect and organize data from an experiment, such as recording and classifying observations or measurements, in response to a question posed.</p> <p>DAP 2- Draw and interpret picture graphs in which a symbol or picture represents more than one object.</p> <p>DAP 3- Read, interpret, and construct bar graphs with intervals greater than one.</p> <p>DAP 4- Support a conclusion or prediction orally and in writing, using information in a table or graph.</p> <p>DAP 6- Translate information freely among charts, tables, line plots, picture graphs and bar graphs; e.g., create a bar graph from the information in a chart.</p> <p>DAP 8 – Identify the mode of a data set and describe the information it gives about a data set.</p> <p>DAP 9- Conduct a simple experiment or simulation of a simple event, record the results in a chart, table or graph, and use the results to draw conclusions about the likelihood of possible outcomes.</p> <p>DAP 10- Use physical models, pictures, diagrams, and lists to solve problems involving possible arrangements or combinations of two to four objects.</p>	<p>DAP 8 – Mode (2 worksheets)</p> <p>DAP 9- Spinner Probability (ODE Lesson)</p> <p>DAP 10- Possible Combinations (ODE Lesson)</p>