Mathematical Practices	Vocabulary
Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	Commutative Property of Addition Identity Property of Addition Pattern Round Compatible Numbers Estimate Associative Property of Addition Frequency Table Key Picture Graph Bar Graph Horizontal Bar Graph Scale Vertical Bar Graph Line Plot Equal Groups Factor Multiply Product Array Commutative Property of Multiplication Identify Property of Multiplication Zero Property of Multiplication

Prerequisites

Last year, teachers spent a large majority of the instructional time on these focus skills.
This year, students should have a strong foundation in the following areas:

Major Focus	Supporting Work	Additional Work (Minor)
Represent and solve problems involving addition and subtraction. Add and subtract within 20. Understand place value. Use place value understanding and properties of operations to add and subtract. Measure and estimate lengths in standard units. Relate addition and subtraction to length.	Work with equal groups of objects to gain foundations for multiplication. Work with time and money. Represent and interpret data.	Reason with shapes and their attributes.

Dr. Avis Williams
Superintendent

Mrs. Ozella Ford
Executive Director of Teaching and Learning

Pacing Guide Committee Members:
Tamara Nelson
Rainean Terry
Melody Sellers
Yolanda Johnson
Dionne Reese

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

The Mathematics Pacing Guide is based on the Common Core State Standards, and the I CAN statements are tailored to the needs of the students in the Lansing School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org.

SELMA CITY SCHOOLS

Third Grade First Quarter

Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

This Mathematics Pacing Guide has been aligned to the Alabama Course of Study! While teachers may use the adopted text, Go Math, other resources will be used for instruction as well.

We will review the pacing guide at the end of the year and adjust accordingly.

The following tips may be helpful as you use the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- Incorporate the enclosed research-based instructional practices.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Become familiar with sequencing at previous and subsequent grade levels.
- The website, www.corestandards.org, can be used to find more information and to better understand Common Core State Standards.
- An electronic version of the Pacing Guides can be found on the Selma City School District homepage www.selmacityschools.org under Links.

Grade 3 Mathematics First Quarter

Operations & Algebraic Thinking

Chapter 3
Understand Multiplication

2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.
SchoolsPLP: Lessons 136,137,138
Ready Common Core: Lesson 1

2. OA.2: Fluently add and subtract within 20 using mental strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. a. State automatically all sums of two one-digit numbers.

2.OA.4: Using concrete and pictorial representations and repeated addition, determine the total number of objects in a rectangular array with up to 5 rows and up to 5 columns. a. Write an equation to express the total number of objects in a rectangular array with up to 5 rows and up to 5 columns as a sum of equal addends.
Ready Common Core: Lesson 6

3.OA.1 Illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent as a written expression.

- **I CAN** illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent as a written expression.

Number & Operations in Base Ten

Chapter 1
Addition and Subtraction Within 1,000

2.NBT.1 Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. a. Explain the following three-digit numbers as special cases: 100 can be thought of as a bundle of ten tens, called a "hundred," and the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
SchoolsPLP: Lessons 1,2,3

2.NBT.2 Count within 1000 by ones, 5s, 10s, and 100s.

2. NBT.3 Read and write numbers to 1000 using base-ten numerals, number names and expanded form.

2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols >, =, and < and orally with the words "is greater than," "is equal to," and "is less than."

2.NBT.5 Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
SchoolsPLP: Lesson 3

2.NBT.6 Use a variety of strategies to add up to four two-digit numbers.

NBT.7 Add and subtract within 1000 using

Number & Operations - Fractions

This is not a focus area during this quarter.

Continue to reinforce skills and concepts previously introduced, as necessary.

Measurement & Data

Chapter 2
Represent and Interpret Data

2.MD.5: Use addition and subtraction within 100 to solve word problems involving same units of length, representing the problem with drawings (such as drawings of rulers) and/or equations with a symbol for the unknown number.

3.MD.3 For a given or collected set of data, create a scaled (one-to-many) picture graph and scaled bar graph to represent a data set with several categories.
a. Solve one-and two "how many more" and "how many less" problems using information presented in scaled graphs.

- **I CAN** create a scaled (one-to-many) picture and bar graph to represent data for several categories.
- **I CAN** solve a one- and two-step "how many more" and "how many less" problem using information presented in scaled graphs.

SchoolsPLP:
Lessons 54, 55,56,57,58,59,60,61,62,63,64,65,66,67
Ready Common Core: Lessons 24 and 25

3.MD.4 Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data.

- **I CAN** measure lengths using rulers marked with halves and fourths of an inch to generate data.
- **I CAN** create a line plot marked off in appropriate units to display data.

SchoolsPLP: Lessons 67,68,69,70,71,72
Ready Common Core: Lesson 26

Geometry

Chapter 11 (2nd Grade)
Represent and Interpret Data

2.G.1: Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. a. Recognize and draw shapes having specified attributes. Examples: a given number of angles or a given number of equal faces.
Ready Common Core: Lesson 31 and 32

2.G.2: Partition a rectangle into rows and columns of same-size squares, and count to find the total number of squares.
Ready Common Core: Lesson 33

2.G.3: Partition circles and rectangles into two, three, or four equal shares. Describe the shares using such terms as halves, thirds, half of, or a third of, and describe the whole as two halves, three thirds, or four fourths. a. Explain that equal shares of identical wholes need not have the same shape.

3.OA.3 Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number.

- **I CAN** solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities.
- **I CAN** represent the situation using models, drawings, and equations with a symbol for the unknown number.

SchoolsPLP:

Lessons 34,35,127,128129,130,131,132,133,134,

3.OA.8 Create and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.

- **I CAN** solve and justify two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity.
- **I CAN** determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.

3.OA.5 Develop and apply properties of operations as strategies to multiply and divide.

- **I CAN** develop and apply properties of operations (Commutative , Associative, and Distributive) as strategies to solve multiplication problems.

concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. a. Explain that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8 Mentally add and subtract 10 or 100 to a given number between 100–900.

2.NBT.9 Measure lengths of several objects to the nearest whole unit. a. Create a line plot where the horizontal scale is marked off in whole-number units to show the lengths of several measured objects.

3.NBT.1 Identify the nearest 10 or 100 when rounding whole numbers, using place value understanding.

- **I CAN** round numbers to the nearest 10 and/or 100 using place value understanding.

SchoolsPLP: Lessons 5,6,7,8,9

3.NBT.2 Use various strategies to add and subtract fluently within 1000.

- **I CAN** use various strategies to add and subtract fluently within 1000.

SchoolsPLP: Lesson 4, 10, 11,12,13,14,15,16,17,18,19
Ready Common Core: Lesson 9

3.OA.8 Create and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.

- **I CAN** solve and justify two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity.
- **I CAN** determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.

3.OA.9 Recognize and explain arithmetic patterns using properties of operations.

- **I CAN** recognize and explain arithmetic patterns using properties of operations.

Ready Common Core: Lesson 7

Mathematical Practices	Vocabulary
▯ Make sense of problems and persevere in solving them. ▯ Reason abstractly and quantitatively. ▯ Construct viable arguments and critique the reasoning of others. ▯ Model with mathematics. ▯ Use appropriate tools strategically. ▯ Attend to precision. ▯ Look for and make use of structure. ▯ Look for and express regularity in repeated reasoning.	Multiple Distributive Property of Multiplication Associative Property of Multiplication Equation Divide Dividend Divisor Quotient Order of operations Closed shape Endpoint Line Line Segment Open Shape Plane Shape Point Ray Two-dimensional Shapes Angle Right Angle Vertex Decagon Hexagon Octagon Pentagon Polygon Quadrilateral Side Triangle Intersecting lines Parallel Lines Perpendicular Lines

Prerequisites
Last year, teachers spent a large majority of the instructional time on these focus skills.
This year, students should have a strong foundation in the following areas:

Major Focus	Supporting Work	Additional Work (Minor)
Represent and solve problems involving addition and subtraction. Add and subtract within 20. Understand place value. Use place value understanding and properties of operations to add and subtract. Measure and estimate lengths in standard units. Relate addition and subtraction to length.	Work with equal groups of objects to gain foundations for multiplication. Work with time and money. Represent and interpret data.	Reason with shapes and their attributes.

SELMA CITY SCHOOLS

Third Grade Second Quarter

Pacing Guide

Mathematics

Grade 3 Mathematics Second Quarter

Operations & Algebraic Thinking	Number & Operations in Base Ten	Number & Operations - Fractions	Measurement & Data	Geometry
Chapter 4 **Multiplication Facts and Strategies** **Chapter 5** **Use Multiplication Facts** **3.OA.3** Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number. • **I CAN** solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities. • **I CAN** represent the situation using models, drawings, and equations with a symbol for the unknown number. SchoolsPLP: Lessons 96,97,98,99,100,101,102,103,104,105,106,107,108, 109,110,111 **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. • **I CAN** determine the unknown whole number in a multiplication equation relating three whole numbers. • **I CAN** determine the unknown whole number in a division equation relating three whole numbers. SchoolsPLP: Lessons 112,113,114,115,123,124,125126,127 **3.OA.5** Develop and apply properties of operations as strategies to multiply and divide. • **I CAN** develop and apply properties of operations (Commutative, Associative, and Distributive) as strategies to solve multiplication problems. SchoolsPLP: Lessons 117,118,119,120,121,122,123	**Chapter 6** **Understand Division** **Chapter 7** **Division Facts and Strategies** **3.OA.2** Illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is partitioned into equal shares. • **I CAN** illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is partitioned into equal shares. **3.OA.3** Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number. • **I CAN** solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities. • **I CAN** represent the situation using models, drawings, and equations with a symbol for the unknown number. Ready Common Core: Lesson 11 **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. • **I CAN** determine the unknown whole number in a multiplication equation relating three whole numbers. • **I CAN** determine the unknown whole number in a division equation relating three whole numbers. Ready Common Core: Lesson 6 **3.OA.5** Develop and apply properties of operations as strategies to multiply and divide. • **I CAN** develop and apply properties of operations (Commutative, Associative, and Distributive) as strategies to solve multiplication problems. **3.OA.6 (6)** Use the relationship between	***This is not a focus area during this quarter.***	***This is not a focus area during this quarter.***	**Chapter 12** **Two-Dimensional Shapes** **3.G.1** Recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners. a. Draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares. • **I CAN** recognize and describe polygons and quadrilaterals based on the number of sides and the presence or absence of square corners. • **I CAN** draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares. SchoolsPLP: Lessons 74,75,76,77,78,79

3.OA.7 Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100. a. Fluently determine all products obtained by multiplying two one digit numbers. • **I CAN** use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100. • **I CAN** fluently determine all products	multiplication and division to represent division			

obtained by multiplying two one-digit numbers. Ready Common Core: Lesson 6 **3.OA.9** Recognize and explain arithmetic patterns using properties of operations. **I CAN** recognize and explain arithmetic patterns using properties of operations. **SchoolsPLP: Lessons 139,141,142,143,144,145,146,147,148** **Ready Common Core: Lesson 7** **3.OA.8** Create and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding. **I CAN** solve and justify two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. **I CAN** determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding. **3.NBT.3** Use concrete materials and pictorial models based on place-value and properties of operations to find the product of a one-digit whole number by a multiple of ten (from 10 to 90). **I CAN** use concrete materials and pictorial models based on place-value and properties of operations to find the product of a one-digit whole number by a multiple of ten (from 10 to 90).	as an equation with an unknown factor. **I CAN** use the relationship between multiplication and division to represent division as an equation with an unknown factor. **3.OA.7** Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100. a. Fluently determine all products obtained by multiplying two one digit numbers. **I CAN** use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100. Ready Common Core: Lesson 6 **3.OA.8** Create and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding. **I CAN** solve and justify two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. **I CAN** determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding. Ready Common Core: Lessons 12 and 13	*Continue to reinforce skills and concepts previously introduced, as necessary.*	*Continue to reinforce skills and concepts previously introduced, as necessary.*	*Continue to reinforce skills and concepts previously introduced, as necessary.*

Mathematical Practices	Vocabulary
▯ Make sense of problems and persevere in solving them. ▯ Reason abstractly and quantitatively. ▯ Construct viable arguments and critique the reasoning of others. ▯ Model with mathematics. ▯ Use appropriate tools strategically. ▯ Attend to precision. ▯ Look for and make use of structure. ▯ Look for and express regularity in repeated reasoning.	Rectangle Rhombus Square Trapezoid Venn Diagram Eighths Equal Parts Fourths Halves Sixths Thirds Whole Fraction Unit fraction Denominator Numerator Fraction greater than 1 Equivalent Equivalent Fractions Minute A.M. Midnight Noon P.M. Elapsed time

Prerequisites
Last year, teachers spent a large majority of the instructional time on these focus skills.
This year, students should have a strong foundation in the following areas:

Major Focus	Supporting Work	Additional Work (Minor)
Represent and solve problems involving addition and subtraction. Add and subtract within 20. Understand place value. Use place value understanding and properties of operations to add and subtract. Measure and estimate lengths in standard units. Relate addition and subtraction to length.	Work with equal groups of objects to gain foundations for multiplication. Work with time and money. Represent and interpret data.	Reason with shapes and their attributes.

SELMA CITY SCHOOLS

Third Grade Third Quarter

Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Grade 3 Mathematics Third Quarter

Operations & Algebraic Thinking	Number & Operations in Base Ten	Number & Operations - Fractions	Measurement & Data	Geometry
This is not a focus area during this quarter.	***This is not a focus area during this quarter.***	**Chapter 8** **Understand Fractions** **Chapter 9** **Compare Fractions** **3.NF.1** Demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned; explain that a numerator greater than one indicates the number of unit pieces represented by the fraction. • **I CAN** demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned**.** • **I CAN** explain that a numerator greater than one indicates the number of unit pieces represented by the fraction. SchoolsPLP: Lessons 150,151,152153 Ready Common Core: Lesson 14 **3.NF.2a** Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram. a. Represent a unit fraction (1/b) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts as specified by the denominator. • **I CAN** represent a unit fraction (1/b) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts as specified by the denominator. SchoolsPLP: Lessons 154,155,156,157,158,159,160,161,163,164 Ready Common Core: Lesson 15 **3.NF.2b** Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram. b. Represent a fraction (a/b) on a number line by marking off a lengths of size (1/b) from zero. • **I CAN** represent a fraction (a/b) on a number line marking off a lengths of size (1/b) from zero. **3.NF.3a** Explain equivalence and compare fractions by reasoning about their size using visual fraction models and number lines. a. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. • **I CAN** express whole numbers as fractions	**Chapter 10** **Time, Length, Liquid Volume, and Mass** **3.MD.1** Tell and write time to the nearest minute; measure time intervals in minutes (within 90 minutes.) a. Solve real world problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram. • **I CAN** tell and write time to the nearest minute; measure time intervals in minutes (within 90 minutes) • **I CAN** solve real world problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram. SchoolsPLP: Lessons 80,81,82,83,84 Ready Common Core: Lessons 20 and 21 **3.MD.4** Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data. • **I CAN** measure lengths using rulers marked with halves and fourths of an inch to generate data. • **I CAN** create a line plot marked off in appropriate units to display data. **3.MD.2** Estimate and measure liquid volumes and masses of objects using liters (l), grams (g), and kilograms (kg). a. Use the four operations to solve one-step word problems involving masses or volumes given in the same metric units. • **I CAN** estimate and measure liquid volumes and masses of objects using liters (l), grams (g), and kilograms (kg). • **I CAN** use the four operations to solve one-step word problems involving masses or volumes given in the same metric units. SchoolsPLP: Lessons 85,86,87,88,89,90,91,92,93,94,95 Ready Common Core: Lessons 22 and 23	***This is not a focus area during this quarter.***

		and recognize fractions that are equivalent to whole numbers. SchoolsPLP: Lessons 165,166,167,168,169,170,171 Ready Common Core: Lessons 16,17,18 **3.NF.3b** Explain equivalence and compare fractions by reasoning about their size using visual fraction models and number lines. b. Compare two fractions with the same numerator or with the same denominator by reasoning about their size (recognizing that actions must refer to the same whole for the comparison to be valid.) Record comparisons using <, >, or = and justify conclusions. • **I CAN** compare two fractions with the same numerator or with the same denominator by reasoning about their size. • **I CAN** record the results comparisons using <, >, or = and justify conclusions. SchoolsPLP: Lessons 165,166,167,168,169,170,171 Ready Common Core: Lessons 16,17,18,19		

Continue to reinforce skills and concepts previously introduced, as necessary.	*Continue to reinforce skills and concepts previously introduced, as necessary.*			*Continue to reinforce skills and concepts previously introduced, as necessary.*

Mathematical Practices	Vocabulary
▯ Make sense of problems and persevere in solving them. ▯ Reason abstractly and quantitatively. ▯ Construct viable arguments and critique the reasoning of others. ▯ Model with mathematics. ▯ Use appropriate tools strategically. ▯ Attend to precision. ▯ Look for and make use of structure. ▯ Look for and express regularity in repeated reasoning.	Area Square Unit (sq. un) Unit Square Perimeter

Prerequisites
Last year, teachers spent a large majority of the instructional time on these focus skills.
This year, students should have a strong foundation in the following areas:

Major Focus	Supporting Work	Additional Work (Minor)
Represent and solve problems involving addition and subtraction. Add and subtract within 20. Understand place value. Use place value understanding and properties of operations to add and subtract. Measure and estimate lengths in standard units. Relate addition and subtraction to length.	Work with equal groups of objects to gain foundations for multiplication. Work with time and money. Represent and interpret data.	Reason with shapes and their attributes.

Third Grade Fourth Quarter

Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Grade 3 Mathematics Fourth Quarter

Operations & Algebraic Thinking	Number & Operations in Base Ten	Number & Operations - Fractions	Measurement & Data	Geometry
This is not a focus area during this quarter. *Continue to reinforce skills and concepts previously introduced, as necessary.*	***This is not a focus area during this quarter.*** *Continue to reinforce skills and concepts previously introduced, as necessary.*	***This is not a focus area during this quarter.*** *Continue to reinforce skills and concepts previously introduced, as necessary.*	**Chapter 11** **Perimeter and Area** **3.MD.6** Count unit squares (square cm, square m, square in, square ft., and improvised or non-standard units) to determine area. • **I CAN** count unit squares to determine area. SchoolsPLP: Lessons 32,33,34 Ready Common Core: Lesson 27 **3.MD.7** Find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares. • **I CAN** find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares. SchoolsPLP: Lessons 35,36,37,38,39,40,41 **Ready Common Core: Lessons 28 and 29** **3.MD.7** Relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property. • **I CAN** relate area to the operations of multiplication using real world problems, concrete materials, mathematical reasoning, and the distributive property. **3.MD.7** Decompose rectilinear figures into smaller rectangles to find the area, using concrete materials. • **I CAN** decompose rectilinear figures into smaller rectangles to find the area, using concrete materials. **SchoolsPLP: Lesson 47** **Ready Common Core: Lessons 28 and 29** **3.MD.8** Solve real-world problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length of rectangles. • **I CAN** solve real-world problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length of rectangles. SchoolsPLP: Lessons 45,46,47,48,49,50,51,52,53 Ready Common Core: Lesson 30 **3.MD.8** Construct rectangles with the same perimeter and different areas or the same area and different perimeters. • **I CAN** construct rectangles with the same perimeter and different areas or the same area and different perimeters.	***This is not a focus area during this quarter.*** *Continue to reinforce skills and concepts previously introduced, as necessary.*

			SchoolsPLP: Lessons 45 and 46 Ready Common Core: Lesson 30	