



# 3rd Grade Math

## 6W3 Instructional Planning Calendar (November 4th-December 20th)



### K-3 Elementary Math Framework

Standards Assigned  
to Unit/Six Week  
Period

Written by: [latreesha.leonard@fwisd.org](mailto:latreesha.leonard@fwisd.org)  
[tanysha.walls@fwisd.org](mailto:tanysha.walls@fwisd.org)

**3.5B [Multiplication and Division Problem-Solving](#)** Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equation (R)

**3.4G [Multiplication Strategies and Algorithms](#)** Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties. (S)

**3.4K [Multiplication and Division Problem-Solving](#)** Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. (R)

**3.6C [Area](#)** Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. (R)

**3.6D [Perimeter](#)** Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area. (S)

**3.7B [Perimeter](#)** Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems. (R)

**3.5E [Representing Numerical Relationships](#)** Represent real-world relationships using number pairs in a table and verbal descriptions. (R)

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\*\*\*\*\*Remember to have Stemscores open prior to accessing links\*\*\*\*\*

3rd grade Frequency Distribution

**Due to Benchmark Testing there will be no LAN\_CA for the 3rd 6 wks**

| WEEK 1  | MONDAY  | TUESDAY                                   | WEDNESDAY   | THURSDAY  | FRIDAY                                    |
|---|---|---|---|---|---|
|   | 11/4/24   | 11/5/24                                   | 11/6/24   | 11/7/24   | 11/8/24                                   |
| <b>Student Expectation</b>                            | <b>3.5B</b><br>Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations. | <b>ELECTION DAY<br/>-LAN TEACHERS OFF</b> | <b>3.5B</b><br>Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations. | <b>3.5B</b><br>Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations. | <b>EVERYBODY GROWS</b><br><br>3.2A, 3.2B, |
| <b>Objective</b>                                      | TLW represent and solve for two-step multiplication and division problems within 100 using pictorial models                                       |   | TLW represent and solve for two-step multiplication and division problems within equations  | TLW represent and solve for two-step multiplication and division problems within 100 using pictorial models and equations                         | Place Value Spiral Review                 |
| <b>Daily Numeracy (Suggested Sequence)</b>            | <a href="#">Multiples of 6</a>  |   | <a href="#">Multiples of 6</a>  | <a href="#">Multiples of 6</a>  | <a href="#">Multiples of 6 Test</a>       |
| <b>Whole Group Instruction</b>                        |   |   |   |   |   |
| <b>We Do &amp; You Do (Materials Optional)</b>        |   |   |   |   |   |
| <b>Small Group Guided Math &amp; Center Rotations</b> | -Teacher Led Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology  |   | -Teacher Led Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology  | -Teacher Led Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology  |   |
| <b>Demonstration of Learning</b>                      | 03MathDOL_3.5B_11/4/24  |   |   | 03MathDOL_3.5B_11/6/24  | 03MathDOL_3.5B_11/7/24                    |

| WEEK 2 | MONDAY   | TUESDAY  | WEDNESDAY | THURSDAY | FRIDAY   |
|--------|----------|----------|-----------|----------|----------|
|        | 11/11/24 | 11/12/24 | 11/13/24  | 11/14/24 | 11/15/24 |

|   |  |  |  |  |   |
|---|--|--|--|--|---|
| <p style="text-align: center;"><b>Student Expectation</b></p>                 | <p><b>3.4K Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.</b></p> <p>3.4G Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.</p> | <p><b>3.4K Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.</b></p> <p>3.4G Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.</p> | <p><b>3.4K Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.</b></p> <p>3.4G Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.</p> | <p><b>3.4K Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.</b></p> | <p><b>EVERYBODY GROWS</b></p> <p><b>3.2C, 3.2D,</b></p> |
| <p style="text-align: center;"><b>Objective</b></p>                           | <p>TLW solve one step problems involving multiplication problem within word problems using area models</p>   | <p>TLW solve one step problems involving multiplication problem within word problems using partial products</p>  | <p>TLW solve one step problems involving multiplication problem within word problems using standard algorithm</p>  | <p>TLW solve two step problems involving multiplication problem within word problems using strategies such as; pictorial models, equal groups, arrays, and strip diagrams</p>  | <p>Rounding, Comparing, and Ordering Spiral Review</p>  |
| <p style="text-align: center;"><b>Daily Numeracy (Suggested Sequence)</b></p> | <p><a href="#">Multiples of 7</a></p>  | <p><a href="#">Multiples of 7</a></p>  | <p><a href="#">Multiples of 7</a></p>  | <p><a href="#">Multiples of 7</a></p>  | <p><a href="#">Multiples of 7 Test</a></p>              |
| <p style="text-align: center;"><b>Whole Group Instruction</b></p>             |  |  |  |  |   |

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| <p><b>We Do &amp; You Do<br/>(Materials<br/>Optional)</b></p>        |   |   |   |   |  |
| <p><b>Small Group<br/>Guided Math &amp;<br/>Center Rotations</b></p> | <p>-Teacher Led<br/>`Activity<br/>-Spiral Review<br/>-Fluency Builder<br/>-Technology</p> | <p>-Teacher Led<br/>`Activity<br/>-Spiral Review<br/>-Fluency Builder<br/>-Technology</p> | <p>-Teacher Led<br/>`Activity<br/>-Spiral Review<br/>-Fluency Builder<br/>-Technology</p> | <p>-Teacher Led `Activity<br/>-Spiral Review<br/>-Fluency Builder<br/>-Technology</p> |  |
| <p><b>Demonstration of<br/>Learning</b></p>                          | <p>03MathDOL_3.4G<br/>K_11/11/24</p>  | <p>03MathDOL_3.4G<br/>K_11/12/24</p>  | <p>03MathDOL_3.4G<br/>K_11/13/24</p>  | <p>03MathDOL_3.4K_11/14<br/>/24</p>   |  |

| WEEK 3                                     | MONDAY   | TUESDAY  | WEDNESDAY   | THURSDAY  | FRIDAY                                 |
|--|--|--|---|---|--|
|  | 11/18/24   | 11/19/24   | 11/20/24  | 11/21/24  | 11/22/24                               |
| Student Expectation (SE)                   | 3.4K Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. | 3.4K Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. | 3.6C Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. | 3.6C Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. | EVERYBODY GROWS<br>3.4A, 3.4B, 3.5A    |
| Objective                                  | TLW solve two step problems involving multiplication and division problem within word problems using strategies  | TLW solve one and two step problems involving multiplication and division problem within word problems using strategies  | TLW determine the area of rectangles using multiplication related to area models  | TLW determine the area of rectangles using multiplication related to the number of rows times the number of unit squares in each row  | Addition and Subtraction Spiral Review |
| Daily Numeracy (Suggested Sequence)        | <a href="#">Multiples of 8</a>   | <a href="#">Multiples of 8</a>   | <a href="#">Multiples of 8</a>  | <a href="#">Multiples of 8</a>  | <a href="#">Multiples of 8 Test</a>    |
| Whole Group Instruction                    |  |  |   |   |  |
| We Do & You Do (Materials Optional)        |  |  |   |   |  |
| Small Group Guided Math & Center Rotations | -Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology   | -Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology   | -Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology  | -Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology  |  |
| Demonstration of Learning                  | 03MathDOL_3.4 K_11/18/24   | 03MathDOL_3.4 K_11/19/24   | 03MathDOL_3.6C_1 1/20/24  | 03MathDOL_3.6C_ 11/21/24  |  |

| WEEK 4                                     | MONDAY  | TUESDAY  | WEDNESDAY  | THURSDAY  | FRIDAY  |
|--|---|--|--|---|---|
|  | 12/2/24   | 12/3/24  | 12/4/24  | 12/5/24   | 12/6/24   |
| Student Expectation (SE)                   | 3.6C Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. | 3.6C Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.<br><br>3.6D Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area. | 3.6C Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.<br><br>3.6D Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area. | 3.6C Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.<br><br>3.6D Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area. | EVERYBODY GROWS<br><br>3.4DEFG<br>3.4HIJK<br>3.5BCD |
| Objective                                  | TLW solve word problems involving area using multiplication   | TLW solve to determine the total area of a composite figure using the additive property of area.   | TLW solve to determine the total area of a composite figure using the additive property of area.   | TLW solve to determine the area of rectangles and composite figures using multiplication and the additive property of area.   | Multiplication and Division Spiral Review           |
| Daily Numeracy (Suggested Sequence)        | <a href="#">Multiples of 9</a>  | <a href="#">Multiples of 9</a>   | <a href="#">Multiples of 9</a>   | <a href="#">Multiples of 9</a>  | <a href="#">Multiples of 9 Test</a>                 |
| Whole Group Instruction                    |   |  |  |   |   |
| We Do & You Do (Materials Optional)        |   |  |  |   |   |
| Small Group Guided Math & Center Rotations | Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology   | -Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology   | -Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology   | -Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology  |   |

|                                  |                        |                         |                          |                          |  |
|----------------------------------|------------------------|-------------------------|--------------------------|--------------------------|--|
| <b>Demonstration of Learning</b> | 03MathDOL_3.6C_12/2/24 | 03MathDOL_3.6C_11/20/24 | 03MathDOL_3.6C_D_12/4/24 | 03MathDOL_3.6C_D_12/5/24 |  |
|----------------------------------|------------------------|-------------------------|--------------------------|--------------------------|--|



| WEEK 5                                     | MONDAY          | TUESDAY  | WEDNESDAY | THURSDAY  | FRIDAY   |   |
|--|-----------------|--|-----------|---|--|---|
|  | 12/9/24         | 12/10/24   | 12/11/24  | 12/12/24  | 12/13/24   |   |
| Student Expectation (SE)                   | <b>FLEX DAY</b> | <b>BENCHMARK DAYS</b><br>12/10- READING<br>12/11- MATH |           | 3.7B Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems | <b>EVERYBODY GROWS</b><br><br>3.7B Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in |   |
| Objective                                  |                 |  |           | TLW determine the perimeter of a polygon by finding the sum of the side lengths   | TLW determine the perimeter of a polygon by finding the sum of the side lengths  |   |
| Daily Numeracy (Suggested Sequence)        |                 |  |           |   | <a href="#">Multiples of 10</a>  | <a href="#">Multiples of 10</a>   |
| Whole Group Instruction                    |                 |  |           |   |  |   |
| We Do & You Do (Materials Optional)        |                 |  |           |   |  |   |
| Small Group Guided Math & Center Rotations |                 |  |           |   | -Teacher Led `Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology  | -Teacher Led `Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology |
| Demonstration of Learning                  |                 |  |           |   | 03MathDOL_3.7B<br>D_12/12/24   | 03MathDOL_3.7B<br>D_12/13/24  |

| WEEK 6  | MONDAY   | TUESDAY   | WEDNESDAY   | THURSDAY                            | FRIDAY                  |
|---|--|---|---|-------------------------------------|-------------------------|
|   | 12/16/24   | 12/17/24  | 12/18/24  | 12/19/24                            | 12/20/24                |
| <b>Student Expectation (SE)</b>                       | <b>3.5E Represent real-world relationships using number pairs in a table and verbal descriptions.</b>                  | <b>3.5E Represent real-world relationships using number pairs in a table and verbal descriptions.</b>                     | <b>3.5E Represent real-world relationships using number pairs in a table and verbal descriptions.</b>   | <b>FLEX DAY-<br/>(data binders)</b> | <b>TEACHER WORK DAY</b> |
| <b>Objective</b>                                      | TLW represent real-world relationships using number pairs in a table and verb involving addition and subtraction rules | TLW represent real-world relationships using number pairs in a table and verb involving multiplication and division rules | TLW represent real-world relationships using number pairs in a table and verb involving addition, subtraction, multiplication, and division rules |                                     |                         |
| <b>Daily Numeracy (Suggested Sequence)</b>            | <a href="#">Multiples of 10</a>  | <a href="#">Multiples of 10</a>   | <a href="#">Multiples of 10 Test</a>  |                                     |                         |
| <b>Whole Group Instruction</b>                        |  |   |   |                                     |                         |
| <b>We Do &amp; You Do (Materials Optional)</b>        |  |   |   |                                     |                         |
| <b>Small Group Guided Math &amp; Center Rotations</b> | Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology  | Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology   | Teacher Led<br>`Activity<br>-Spiral Review<br>-Fluency Builder<br>-Technology   |                                     |                         |
| <b>Check for Understanding</b>                        | 03MathDOL_3.5E D_12/16/24  | 03MathDOL_3.5E D_12/17/24   | 03MathDOL_3.5E D_12/18/24   |                                     |                         |