



## PACING SUGGESTIONS FOR GRADE 3

### MODULE 1

Combine lessons 12 & 13

Both of which are division lessons sharing the same objective. Include units of 2 and units of 3 in the consolidated lesson.

Omit lessons 15 and 19

Lesson 15 uses the strip diagram to provide a new perspective on the commutative property, a concept students have studied since Lesson 7. Lesson 19 introduces the significant complexity of the distributive property with division. The concepts from both lessons are reinforced within Module 3.

Omit lesson 20

### MODULE 2

Combine lessons 17 & 18

Within the lesson that results, include some problems that require regrouping once to add and some problems that require regrouping twice.

Omit lesson 22

While it engages students in a study of estimation and provides practice with reasoning about the relationships between quantities, the lesson does not present new skills.

### MODULE 3

No combinations or omissions

### MODULE 4

Omit lesson 6

Which reviews previously learned skills. If omitting, be sure that students are ready to transition toward more complex practice.

Omit lessons 12 & 13

These lessons guide students through a project involving floor plans. Skip the application of area that these lessons provide.

### MODULE 5

Omit lesson 3

Lesson 3's objective is similar to lesson 2's. The difference is a shift from concrete to pictorial. Students will have exposure to extensive pictorial practice throughout the module.

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|-------------------------|---|
| Omit lesson 4           | Although lesson 4 is an exploratory lesson that affords students the opportunity to synthesize their learning, no new material is presented.  |
| Combine lessons 11 & 12 | Both of which have nearly identical objectives and provide practice comparing unit fractions pictorially. Within the lesson that results, incorporate a variety of models into practice.                |
| Omit lesson 14          | Lesson 14 provides practice with concepts and skills taught in the three preceding lessons. Although this lesson deepens practice, no new material is presented.  |
| Omit lesson 20          | Lesson 20, designated as an optional lesson in the teaching sequence, provides practice with concepts and skills taught in the five preceding lessons.  |
| Omit lesson 26          | Since its content is embedded into the work of prior lessons. Ensure that students have practiced counting and labeling whole number fractions as part of their work with fractions on the number line. |

For Module 5, teach lessons in the following order 1, 2, 5, 6, 7, 8, combine 11 & 12, 13, 15, 16, combine 17 & 18, 19, 21, combine 23 & 24, 25, 28, 29

After STAAR testing- Teach the following remaining lessons: 3, 4, 9, 10, 22, 27, 30, 31

## MODULE 6

Omit lessons 14 & 15

## MODULE 7

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| Omit lesson 10     | Tessellating helps students understand that perimeter is not just a property of shapes with straight sides. Lesson 15 revisits this idea.  |
| Omit lesson 21     | This lesson culminates Topic D by having students record data collected from lessons 19 & 20 on a dot plot. Although it deepens understanding of concepts explored in earlier lessons, no new material is presented. |
| Omit lessons 25–28 | Which provides a review of important Grade 3 material including fluency and fractions. Be sure, however, to notice the resources for summer practice included in lesson 28.  |

For Module 7, teach in the following order: Lessons 1, 3, 4, 5, 6, combine 7 & 8, 9, 11, 13, 14, 16, 18, 19, 23

After STAAR testing - Teach the following remaining lessons: 2, 12, 15, 17, 20, 22, 24, 25, 26, 27, 28