

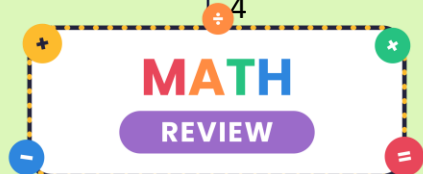
The background features a large, faint, circular seal. The seal contains the text "HEMPSTEAD UNION FREE SCHOOL DISTRICT" around the top and "EXCELLENCE IN EDUCATION" around the bottom. In the center of the seal is a large, stylized letter "H".

Hempstead Union Free School District
3rd Grade
2026–2027 School Year

September



2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
	1	2	3  4		<u>Instructional Protocols</u>
7 	8 	9	10	11 	
14 M1-Lesson 1: Organize, count, and represent a collection of objects.	15 M1-Lesson 2: Interpret equal groups as multiplication.	16 M1-Lesson 3: Relate multiplication to the array model.	17 M1-Lesson 4: Interpret the meaning of factors as number of groups or number in each group.	18 M1-Lesson 5: Represent and solve multiplication word problems by using drawings and equations.	
21 	22 M1-Lesson 6: Explore measurement and partitive division by modeling concretely and drawing.	23 M1-Lesson 7: Model measurement and partitive division by drawing equal groups.	24 M1-Lesson 8: Model measurement and partitive division by drawing arrays.	25 	
28 M1-Lesson 9: Represent and solve division word problems using drawings and equations.	29 M1-Lesson 10: Demonstrate the commutative property of multiplication using a unit of 2 and the array model.	30 M1-Lesson 11: Demonstrate the commutative property of multiplication using a unit of 4 and the array model.	 TESTING WINDOW This testing window provides dedicated time at the beginning of the pacing calendar for diagnostic testing, pre-assessments, and addressing prerequisite learning needs while beginning curriculum instruction. When students are not actively testing, mathematics instruction should begin in alignment with this curriculum pacing calendar. <i>The testing window may be adjusted based on each school's testing start date and schedule.</i>  		

October



2026

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEKLY FOCUS

			1 M1-Lesson 12: Demonstrate the distributive property using a unit of 4.	2 M1-Lesson 13: Demonstrate the commutative property of multiplication using a unit of 3 and the array model.	
5 M1-Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.	6 M1-Lesson 15: Model division as an unknown factor problem.	7 M1-Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.	8 M1-Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.	9  M1-Lesson 18: Represent and solve measurement and partitive division word problems.	
12 	13 M1-Lesson 19: Use the distributive property to break apart multiplication problems into known facts.	14 M1-Lesson 20: Use the distributive property to break apart division problems into known facts.	15 M1-Lesson 21: Compose and decompose arrays to create expressions with three factors.	16 M1-Lesson 22: Represent and solve two-step word problems using the properties of multiplication.	
19 M1-Lesson 23: Represent and solve two-step word problems using drawings and equations.	20 	21 M2-Lesson 1: Connect the composition of 1 kilogram to the composition of 1 thousand	22 M2-Lesson 2: Estimate the weight of familiar objects and read scales when weighing objects.	23  M2-Lesson 3: Use all four operations to solve one-step word problems involving weight.	
26 M2-Lesson 4: Connect decomposition of 1 liter to the decomposition of 1 thousand.	27 M2-Lesson 5: Estimate and measure liquid volume using a vertical number line and connect composition of 1 liter to composition of 1 thousand.	28 M2-Lesson 6: Use all four operations to solve one-step word problems involving liquid volume.	29 M2-Lesson 7: Solve one-step word problems using metric units.	30 M2-Lesson 8: Organize, count, and represent a collection of objects.	

November



2026

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEKLY FOCUS

2 M2-Lesson 9: Write numbers to 10,000 in standard form, expanded form, and word form.	3 	4 M2-Lesson 10: Compose and decompose four-digit numbers by using place value understanding.	5 M2-Lesson 11: Read temperatures on a thermometer using number line concepts	6  M2-Lesson 12: Round two-digit numbers to the nearest ten on the vertical number line.	
9 M2-Lesson 13: Round two- and three-digit numbers to the nearest ten on the vertical number line.	10 M2-Lesson 14: Round to the nearest hundred on the vertical number line.	11 	12 M2-Lesson 15: Estimate sums and differences by rounding.	13 M2-Lesson 16: Collect and represent data in a scaled bar graph and solve related problems.	
16 M2-Lesson 17: Use place value understanding to add and subtract like units.	17 M2-Lesson 18: Use the associative property to make the next ten to add.	18 	19 M2-Lesson 19: Use compensation to add.	20  M2-Lesson 20: Use place value understanding to subtract efficiently using take from a ten.	
23 M2-Lesson 21: Use place value understanding to subtract efficiently using take from a hundred.	24 M2-Lesson 22: Use compensation to subtract.	25 	26 	27	
30 M2-Lesson 23: Add measurements using the standard algorithm to compose larger units once.					

December



2026

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEKLY FOCUS

	1	2	3	4	
	Math Benchmark #1		M2-Lesson 24: Add measurements using the standard algorithm to compose larger units twice.	 M2-Lesson 25: Subtract measurements using the standard algorithm to decompose larger units once.	
7 M2-Lesson 26: Subtract measurements using the standard algorithm to decompose larger units twice.	8 M2-Lesson 27: Subtract measurements using the standard algorithm to decompose larger units across two place values.	9 M2-Lesson 28: Solve two-step word problems.	10 	11 M3-Lesson 1: Organize, count, and represent a collection of objects.	
14 M3-Lesson 2: Count by units of 6 to multiply and divide by using arrays.	15 M3-Lesson 3: Count by units of 8 to multiply and divide by using arrays.	16 M3-Lesson 4: Decompose pictorial arrays to create expressions with three factors	17 M3-Lesson 5: Use the break apart and distribute strategy to multiply with units of 6 and 8.	18  M3-Lesson 6: Use the break apart and distribute strategy to divide with units of 6 and 8	
21 M3-Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.	22 M3-Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.	23 	24 	25 	
28 	29 	30 	31 		

January



2027

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEKLY FOCUS

				1 	
4 M3-Lesson 9: Model the associative property as a strategy to multiply.	5 M3-Lesson 10: Use parentheses in expressions with different operations.	6 M3-Lesson 11: Use the break apart and distribute strategy to divide with units of 7	7 M3-Lesson 12: Solve one-step word problems involving multiplication and division.	8 M3-Lesson 13: Count by units of 9 to multiply.	
11 M3-Lesson 14: Apply strategies and identify patterns to multiply with units of 9	12 M3-Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.	13 M3-Lesson 16: Identify patterns by using the multiplication table.	14 M3-Lesson 17: Identify and complete patterns with input-output tables.	15  M3-Lesson 18: Create multiplication and division word problems.	
18 	19 M3-Lesson 19: Solve two-step word problems by using the four operations and assess the reasonableness of solutions	20 M3-Lesson 20: Multiply by multiples of 10 by using the place value chart.	21 M3-Lesson 21: Multiply by multiples of 10 by using place value strategies and the associative property	22 M3-Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.	
25 M3-Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12. (Optional)	26 M3-Lesson 24: Organize, count, and represent a collection of objects	27 M3-Lesson 25: Apply multiplication and division concepts to complete a multi-part task.	28 	29  M4-Lesson 1: Explore attributes of squares, rectangles, and trapezoids.	

February



2027

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEKLY FOCUS

1 WIDA Opens M4-Lesson 2: Recognize area as an attribute of polygons	2 PARENT-TEACHER CONFERENCES ½ DAY	3 M4-Lesson 3: Tile polygons to find their areas	4 M4-Lesson 4: Compose rectangles to compare areas.	5 M4-Lesson 5: Relate side lengths to the number of tiles on a side	
		Tentative Simulation Window			
8 M4-Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to area	9 M4-Lesson 7: Draw rows and columns to complete a rectangular array and determine its area.	10 M4-Lesson 8: Determine the area of a rectangle by using side lengths.	11 M4-Lesson 9: Multiply side lengths to find the area of a rectangle.	12 M4-Lesson 10: Compose large rectangles and reason about their areas.	
15	16	17	18	19	
22 M4-Lesson 11: Decompose to find the total area of a rectangle.	23 M4-Lesson 12: Find all possible side lengths of rectangles with a given area.	24 M4-Lesson 13: Apply area understanding to real-world situations	25 M4-Lesson 14: Reason to find the area of composite shapes by using grids.	26 M4-Lesson 15: Reason to find the area of composite shapes by using rectangle	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
1 M4-Lesson 16: Solve historical math problems involving area.	2 M4-Lesson 17: Apply area concepts to a real-world context	3 M4-Lesson 18: Find the area of shapes and represent area data on a line plot.	4 	5  M5-Lesson 1: Partition a whole into equal parts and name the fractional unit.	* M4-Lesson 19 is an optional lesson.
8 Math Benchmark # 2	9	10 M5-Lesson 2: Partition different wholes into fractional units concretely.	11 M5-Lesson 3: Partition a whole into fractional units by folding fraction strips.	12 M5-Lesson 4: Partition a whole into fractional units pictorially and identify the unit fraction.	
15 M5-Lesson 5: Partition a whole into fractional units and write fractions in fraction form.	16 M5-Lesson 6: Build non-unit fractions less than 1 from unit fractions concretely.	17 M5-Lesson 7: Identify and represent a whole as two parts: a unit fraction and a non-unit fraction.	18 M5-Lesson 8: Determine the area of a rectangle by using side lengths.	19  M5-Lesson 9: Compare unit fractions by reasoning about their size concretely.	
22 M5-Lesson 10: Compare non unit fractions less than 1 with the same numerator by using tape diagrams.	23 M5-Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles	24 M5-Lesson 12: Represent fractions from 0 to 1 on a number line	25  (SCHOOL CLOSED)	26 	
29 M5-Lesson 13: Identify equivalent fractions from 0 to 1 with tape diagrams and on number lines	30 M5-Lesson 14: Recognize that equivalent fractions share the same location on a number line.	31 M5-Lesson 15: Identify fractions on a ruler as numbers on a number line			

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEKLY FOCUS

			1 M5-Lesson 16: Measure lengths and record data on a line plot.	2  M5-Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.	
5 M5-Lesson 18: Compare fractions with like units by using a number line	6 M5-Lesson 19: Compare fractions with unlike units but the same numerator by using number lines	7 M5-Lesson 20: Compare fractions with related units by using a number line	8 M5-Lesson 21: Compare various fractions by representing them on number lines.	9 M5-Lesson 22: Identify fractions equivalent to whole numbers by using number lines.	
12 M5-Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.	13 M5-Lesson 24: Generate equivalent fractions greater than 1 by using a number line	14 ELA Testing Window		16  M5-Lesson 27: Apply fraction concepts to complete a multi-part task. (Optional)	
19 MOCK Math Exam	20	21 	22 	23  (SCHOOL CLOSED)	
26 READY, SET... SPRING BREAK!	27	28	29	30	

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEKLY FOCUS

3 3 & 4 Math NYS Assessment	4	5 	6 M6-Lesson 1: Relate skip-counting by fives on the clock to telling time on the number line. 5 & 6 Math NYS Assessment	7 M6-Lesson 2: Count by fives and ones on the number line as a strategy for telling time to the nearest minute on the clock	
10 M6-Lesson 3: Solve time word problems where the end time is unknown	11 M6-Lesson 4: Solve time word problems where the start time is unknown	12 M6-Lesson 5: Solve time word problems where the change in time is unknown.	13 M6-Lesson 6: Solve time word problems and use time data to create a line plot.	14 	
17 M6-Lesson 7: Count coins and create money word problems. (Optional)	18 M6-Lesson 8: Compare and classify quadrilaterals.	19 M6-Lesson 9: Compare and classify other polygons.	20 M6-Lesson 10: Draw polygons with specified attribute	21 M6-Lesson 11: Reason about composing polygons by using tetrominoes.	
24 M6-Lesson 12: Reason about composing polygons by using tangram	25 M6-Lesson 13: Decompose quadrilaterals to understand perimeter as the boundary of a shape	26 M6-Lesson 14: Measure side lengths in whole-number units to determine the perimeters of polygons.	27 	28  (SCHOOL CLOSED)	
31 					



2027

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

WEEKLY FOCUS

	1 M6-Lesson 15: Recognize perimeter as an attribute of shapes and solve problems with unknown measurements.	2 M6-Lesson 16: Solve problems to determine the perimeters of rectangles with the same area.	3 M6-Lesson 17: Solve problems to determine the areas of rectangles with the same perimeter.	4 	
7 M6-Lesson 18: Solve real-world problems involving perimeter and unknown measurements by using all four operations.	8 M6-Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using a string.	9 M6-Lesson 20: Record measurement data in a line plot.	10 M6-Lesson 21: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.	11 M6-Lesson 22: Generate categorical data and represent it by using a scaled picture graph.	
14 M6-Lesson 23: Solve problems by creating scaled picture graphs and scaled bar graphs.	15 M6-Lesson 24: Organize, count, and represent a collection of objects.	16 M6-Lesson 25: Name and count numbers greater than 1,000.	17 M6-Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.	18 	
21 	22	23 	24 	25 	
28	29	30			

Grade 3

Domain	Cluster	Standard(s)	Post Standard
Operations and Algebraic Thinking	<i>Represent and solve problems involving multiplication and division.</i>	NY-3.OA.1	
		NY-3.OA.2	
		NY-3.OA.3	
		NY-3.OA.4	
	<i>Understand properties of multiplication and the relationship between multiplication and division.</i>	NY-3.OA.5	
		NY-3.OA.6	
	<i>Multiply and divide within 100.</i>	NY-3.OA.7a, 7b (Fluency)	
	<i>Solve problems involving the four operations, and identify and extend patterns in arithmetic.</i>	NY-3.OA.8a, 8b	
		NY-3.OA.9	
Number and Operations in Base Ten	<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>	NY-3.NBT.1	
		NY-3.NBT.2 (Fluency)	
		NY-3.NBT.3	
		NY-3.NBT.4a, 4b	
Number and Operations—Fractions	<i>Develop understanding of fractions as numbers.</i>	NY-3.NF.1	
		NY-3.NF.2a, 2b	
		NY-3.NF.3a, 3b, 3c, 3d	
Measurement and Data	<i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i>	NY-3.MD.1	
		NY-3.MD.2a, 2b	
	<i>Represent and interpret data.</i>	NY-3.MD.3	X
		NY-3.MD.4	X
	<i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i>	NY-3.MD.5a, 5b	
		NY-3.MD.6	
		NY-3.MD.7a, 7b, 7c, 7d	
	<i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i>	NY-3.MD.8a, 8b	X
Geometry	<i>Reason with shapes and their attributes.</i>	NY-3.G.1	X
		NY-3.G.2	

X = Standards designated for instruction in May-to-June

Standard for Mathematical Practice	Student Friendly Language
1. Make sense of problems and persevere in solving them. 	I can try many times to understand and solve a math problem.
2. Reason abstractly and quantitatively. 	I can think about the math problem in my head, first.
3. Construct viable arguments and critique the reasoning of others. 	I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.
4. Model with mathematics. 	I can use math symbols and numbers to solve the problem.
5. Use appropriate tools strategically. 	I can use math tools, pictures, drawings, and objects to solve the problem.
6. Attend to precision. 	I can check to see if my strategy and calculations are correct.
7. Look for and make use of structure. 	I can use what I already know about math to solve the problem.
8. Look for and express regularity in repeated reasoning. 	I can use a strategy that I used to solve another math problem.

Next-Generation Math Practice Standards

Parent Resources

[Module 1](#)

[Module 2](#)

[Module 3](#)

[Module 4](#)

[Module 5](#)

[Module 6](#)

Recursos para Padres

[Módulo 1](#)

[Módulo 2](#)

[Módulo 3](#)

[Módulo 4](#)

[Módulo 5](#)

[Módulo 6](#)