Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 3* / Grade 3 (Math Regional Curriculum)

Wednesday, September 26, 2012, 2:32PM

Standard/Module: Proficiency in multiplication and division 3.OA.4 (Week 1, 18 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) connects with 3.OA.1-3, 3.OA.5-7

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Operations & Algebraic Thinking
3.OA Represent and solve problems involving multiplication and division.

- 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Enduring Understandings	Essential Questions
Multiplication and division are related (fact families)	How would you use fact families to determine the unknown number in an equation?

Critical Content

Determine unknown whole numbers in multiplication or division equations relating 3 whole numbers

Skills	Vocabulary
1. Determine the unknown number that makes the equation true (ie. 8 X ? = 48; 5=?/3; 6X6=?)	Tier 2: related, unknown Tier 3: fact families, equation

Stage 2: Assessment Evidence

Assessments

Sprints
Formative: Test: Written

Students fill in the sprints in a timed activity. Problems are listed in patterns. For example, the first three problems might be 4 x 3 =, 3 x 4 = and 12 ÷ 4 =. This provides a scaffold for students. near the end of the test, problems might be more randomly placed.

Stage 3: Learning Plan

Learning Activities	Resources
Students make triangular flash cards to show the relationship between the two factors and the product. Student practice covering one number and having a partner guess what's missing. The teacher can make a set of the flashcards where one number is always missing and the students have to fill in the missing number as a way to make their own set of flashcards. Use "sprints" from the state math modules to practice this skill. Multiplication and Division Sprint Blank Sprint Template (To Make Your Own!)	www.illuminations.nctm.org www.illustrativemathematics.org

Differentiation Opportunities

The assessment can be tiered so that the first 25% are easy, the second 25% are medium-easy, the third 25% are slightly challenging, and the last 25% are very challenging

Show students how products are related to other sets of factors. For example, if I know 3 x 4 = 12, and I double the 4, then my product doubles to get 3 x 8 = 24.

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