Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:44PM

Standard/Module: Proficiency with Base Ten 3.NBT.1 (Week 7, 6 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%) 3.OA.8
  3.MD.1
  3.MD.2
  3.MD.3

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Number & Operations in Base Ten
3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 1. Use place value understanding to round whole numbers to the nearest 10 or 100.

Enduring Understandings	Essential Questions
place value understanding	What is rounding?
understanding of place value and number sense	Why do we use rounding?
rounding	What is the rule for rounding?
number line and a hundreds chart	

Critical Content

1. Rounding

a. what a number line represents

b. Where numbers fall on the number line

c. determine the midpoint between numbers

d. use rules to round to the nearest 10 or 100

Skills	Vocabulary
	Tier 2: rounding, digits, number line, tens, hundreds,

Students must be able to: *represent numbers on a number line *understand place value *understand midpoint between numbers *apply rules of rounding to the nearest 10 and 100	midpoint, nearest, whole numbers Tier 3: place value

Stage 2: Assessment Evidence

Assessments

Who is Closer?
Formative: Performance: Skill Demonstration

Students are given numbers and they have to identify where it lies on a number line, which two tens it is between and which two hundreds it is between. they must then determine which ten it is closer to and which hundred it is closer to. Students must justify their answers. Score the responses on a rubric.

Stage 3: Learning Plan

Learning Activities	Resources
Digital or physical open number lines where students can place numbers. Students should label the tens and hundreds on the number lines prior to placing given number cards on their lines.	iPad/iPod Touch/iPhone app: "Zoom" www.illustrativemathematics.org www.illuminations.nctm.org

Differentiation Opportunities

Put in tick marks or numbers in between the tens for kids who struggle. Otherwise, leave the line open between tens and/or hundreds to let students estimate the positions of the numbers.

<< Previous Year

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