Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:41PM

Standard/Module: Proficiency in multiplication and division 3.OA.8 (Week 1, 39 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) connects 3.OA.7, 3.OA.9, 3.NBT.1, 3.NBT.2

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Operations & Algebraic Thinking
3.OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Enduring Understandings	Essential Questions
1. Choosing the correct operation in a word problem	1. What key words or phrases help you decide what operation to use?
2. Able to recognize when a word problem demands a two-step process	2. What key words or phrases help you know if this is a one-step or two-step problem?
3. Understand what an equation is	3.What is an equation?
4. Understand what a variable or unknown quantity is	4. What is a variable?
5. Recognize when an answer is reasonable using mental computation or estimation (including rounding)	5. What is your proof that your answer is reasonable?

Critical Content

Two-step word problems using all four operations

equations with unknown quantity

reasonableness of an answer

mental computation

estimation strategies including rounding

Skills	Vocabulary
	Tier 2: represent, reasonableness, mental

Solve two-step word problems Represent word problems using equations with a letter standing for the unknown quantity Assess reasonableness of an answer Use mental computation and estimation	computation, estimation, rounding Tier 3: unknown quantity, equation, variable

Stage 2: Assessment Evidence

Assessments

Solivng Word Problems Involving Multiplication and Division
Formative: Test: Written

Students solve word problems that involve any of the four operations and demonstrate that they know what operation to chose based on the context. Students draw pictures or show other justifications of their answers and explain how it is correct.

Stage 3: Learning Plan

Learning Activities	Resources
Students work in groups to solve word problems and present their problems and their results to the rest of the class. The teacher should monitor each group's progress through the problems. Students should be expected to represent the problem in at least two ways (at least one concrete and one abstract representation) and be able to explain how they know the answer makes sense. Students should present using technology if possible.	www.nctmilluminations.org www.illustrativemathematics.org

Differentiation Opportunities

Often times, the reading comprehension is more of a problem than the mathematics. Assess whether students are struggling with the reading comprehension or the mathematical operations to determine what interventions to use with the student.

<< Previous Year

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