Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:40PM

Standard/Module: Proficiency in multiplication and division 3.OA.7 (Week 1, 18 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) connects to 3.OA.1-6, 3.NBT.3

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Operations & Algebraic Thinking
3.OA Multiply and divide within 100.

- 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Enduring Understandings	Essential Questions
Students should understand that by memorizing the multiplication facts and knowing the relationship between multiplication and division that 8X5=40, therefore, 40/8=5.	1. What is the relationship between multiplication and division, create an example.

Critical Content

Multiply and divide within 100

Relationship between multiplication and division

By the end of 3rd grade, know from memory all products of two one-digit numbers

Skills	Vocabulary
Fluently multiply and divide within 100 Memorize multiplication facts through 9X9	Tier 2: memorize, fluent Tier 3: product, one-digit number

Stage 2: Assessment Evidence

Assessments

Sprints
Formative: Test: Written

Use the "Sprints" as a daily learning activity and occassionally collect them as assessment (for example, collect them on Fridays so the students have a predictable time as to when they will be recorded as an

assessment).

Stage 3: Learning Plan

Learning Activities	Resources
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. Students should work to increase their scores each time, and sprints are done daily after the conceptual understanding of multiplication has been adequately built. The sprints are 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. This provides natural differentiation. Sprints should be different every day (see blank template). Blank Sprint template to make your own Multiplication and Division Fluency Sprint	www.engageny.org (see State Ed Math Modules) www.nctmilluminations.org www.illustrativemathematics.org

Differentiation Opportunities

The sprints are 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. This provides natural differentiation.

<< Previous Year

Last Updated: Tuesday, August 28, 2012, 2:24PM

Atlas Version 7.2.6
© Rubicon International 2012. All rights reserved