Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:39PM

Standard/Module: Proficiency in multiplication and division 3.OA.6 (Week 1, 18 Weeks)

Stage 1: Desired Results

Standards Focus

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

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Operations & Algebraic Thinking
3.OA Understand properties of multiplication and the relationship between multiplication and division.

- 6. Understand division as an unknown-factor problem.

Enduring Understandings	Essential Questions
Multiplication and division are related (fact families)	How would you use fact families to determine the quotient in a division problem?

Critical Content

Understand that multiplication can be used to solve a division problem.

Skills	Vocabulary
1. Using multiplication, explain how to find the unknown number that makes the division problem true.	Tier 2: unknown, factor, Tier 3: fact families, equation

Stage 2: Assessment Evidence

Assessments

What number is missing?
Formative: Test: Written

Students fill in the "sprints" (from State Ed Math Modules) 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. Blank Sprint Template to Make Your Own Sample sprint: multiplication and division	www.illuminations.nctm.org www.illustrativemathematics.org

Differentiation Opportunities
It is often helpful to ask students to think of a division problem as a "work backwards problem." For example, 56 ÷ 8 = ? could be thought of as "something times 8 gives me 56?"

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