Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:48PM

Standard/Module: Proficiency with Base Ten 3.NBT.3 (Week 13, 6 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%) 3.OA.1
  3.OA.7

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.

- 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Enduring Understandings	Essential Questions
Extends students' work in multiplication by having them apply their understanding of place value. Students use base ten blocks, diagrams, or hundreds charts to multiply one-digit numbers by multiples of 10 from 10-90. Apply understanding of multiplication and the meaning of the multiples of 10. After developing this understanding they begin to recognize the patterns in multiplying by multiples of 10.	How will the student demonstrate the multiplication of one digit whole numbers by multiples of ten?

Critical Content

Place value

multiplication facts

multiples

Skills	Vocabulary
Students must be able to skip count by tens. Students must be able to multiply a one-digit number by ten. Students need to demonstrate an understanding of the place value system.	Tier 2: Whole numbers, one digit numbers Tier 3:Multiples

Stage 2: Assessment Evidence

Assessments

Stage 3: Learning Plan

Learning Activities	Resources
Students practice their multiplication facts, then practice multiplying by ten. Students use patterns to determine the "rule" of multiplying by multiples of 10. For example, "what is 3 x 8?" (24) "what is 3 x 10?" (30) "What is 3 x 80?" (240). "How can we easily find the answer to 3 x 80?" Show a pattern of products: 3 x 8 = 24 3 x 80 = 240 3 x 800 = 2400 3 x 8000 = 24,000 What happens to the numbers?	www.illustrativemathematics.org www.illuminations.nctm.org

Differentiation Opportunities

Use base-ten blocks or virtual base-ten blocks to give a concrete representation to the multiplication.

<< Previous Year

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