Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:30PM

Standard/Module: Proficiency in multiplication and division 3.OA.2 (Week 1, 18 Weeks)

Stage 1: Desired Results

Standards Focus

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

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Operations & Algebraic Thinking
3.OA Represent and solve problems involving multiplication and division.

- 2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

Enduring Understandings	Essential Questions
A quotient can be represented as the number of objects in a share when partitioned equally	How would you represent the quotient when partitioning into equal shares?

Critical Content

-Quotients of whole numbers

-Partitioning of objects into equal groups (ie. 56/8 as the number of objects in each share or group when partitioned equally into 8 groups))

Skills	Vocabulary
Interpret whole number quotients of whole numbers	Tier 2: shares, equal Tier 3: partition, quotient,

Stage 2: Assessment Evidence

Assessments

Interpret Quotients
Formative: Test: Written

Students write a division problem for a given picture, and students draw a picture for a given division

problem that is posed.

Stage 3: Learning Plan

Learning Activities	Resources
Students work on building arrays and building equal groups with a given number of objects. Attention should be given to how many rows or columns can be made for a given number as this visually represents the factors for the given number. Students should be reminded that the criteria for an authentic "array" is that it forms a rectangle.	www.illuminations.nctm.org www.illustrativemathematics.org

Differentiation Opportunities

Student use graph paper (CM or 1 inch) to draw the arrays that they build with square tiles. This provides an opportunity for students to document their findings. If the technology is available, take digital photos of the arrays, and post them around the classroom on poster paper organized by product. For example, a poster might have the number 12 at the top, and pictures of all arrays that are possible with 12 square tiles. This provides a visual for students to revisit.

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Last Updated: Tuesday, August 28, 2012, 2:18PM

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