Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:42PM

Standard/Module: Proficiency in multiplication and division 3.OA.9 (Week 1, 18 Weeks)

Stage 1: Desired Results

Standards Focus

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

- 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Enduring Understandings	Essential Questions
1. Understand properties of operations	1. What are the properties of operation?
2. Fluency within all four operations	2. What pattern would you choose to decompose a given number?
3. Numbers may be composed and decomposed (ie. 4 times a number is always even because 4 times a number can be decomposed into 2 equal addends)	

Critical Content

arithmetic patterns

properties of operations

Skills	Vocabulary
Identify patterns	Tier 2: patterns, identify
Explain patterns using properties of operations	Tier 3: arithmetic, addition table, multiplication table

Stage 2: Assessment Evidence

Assessments

Patterns across the multiplication chart
Formative: Performance: Authentic Task

Students are assigned to groups and each group is assigned a prompt such as "what patterns do you notice in the 9's times tables?" The group presents their findings to the rest of the class and their presentations (posters, digital displays, etc) are displayed for future reference.

Stage 3: Learning Plan	
Learning Activities	**Resources**
Identify patterns in the multiplication chart and highlight those patterns in different colors to signify different patterns. Relate those patterns to the properties.	www.illustrativemathematics.org www.illuminations.nctm.org
Differentiation Opportunities	
Heterogenous groups will help students to discover patterns that they might not have found independently. Record each pattern on a separate multiplication chart as all the patterns on one may be visually confusing for some kids.	

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