

PACING CHANGE

Unit 1, 2, 3, Unit 6, 7, Unit 5, Unit 4



JULY 22, 2016

OAISD See optional pacing guide changes document for details

MATH EXPRESSIONS CCSS GRADE 3- UNIT 6

Hints to Unit 6

All quizzes for unit 6 are ok.

Math Expressions Common Core Edition

This unit is important to teach – but centers or concepts should be revisited OFFICIA, 2016 n't spend too much time on each lesson - instead teach the lesson entirely and revisit OFTEN!!!!!

- Builds on Unit 3 concepts
- Grade 2 they studied perimeter as an attribute of plane figures, no they need to understand how these two attributes are different finding both perimeter and area will help differentiate this. focus on how different units are used
- Grade 3 standard states that students reason with shapes and their attributes in 2 ways
 - Shapes in different categories (rhombus, rectangle) may share attributes (four sides) and that the shared attributes can define a larger category (quadrilaterals)
 - o Recognize rhombuses, rectangles, squares as examples of quadrilaterals
 - \circ $\;$ Draw examples of quadrilaterals that do not belong to any of these subcategories
 - o Partition shapes into parts with equal areas
 - \circ \quad Express the area of each part as a unit fraction of the whole
- Right angled shapes are the foundation of many important math concepts
 - Simplest quads (rectangles, squares)
 - Right triangles that compose these shapes
 - o Unit squares that make up area
 - o Equilateral triangles are simple shapes but they compose a rhombus, trapezoid, hexagon
 - o Parallelograms are the beginning of students experiencing parallel lines
- 3 kinds of geometric shapes are important as bases for formal treatment of shapes and their properties
 - \circ Shapes with right angles
 - o Shapes based on equilateral triangles
 - Shapes based on parallelograms
- This along with properties are crucial for the study of geometry
 - \circ Is the shaped closed/open, convex/concave
 - Lines straight/curved
 - Number of sides/angles
 - o Sides equal length
 - Angle right/larger/smaller...
- Research shows third grade kids did not understand perimeter, area, could not differentiate between the measures, or compute measures therefore MUST focus on the understanding of the concepts in the lower grades! Conceptual developments of properties of perimeter, area, use of appropriate units, counting strategies needs to be the focus
 - Leave the formulas to the upper grades!!!!

Reasoning abstractly and quantitatively – use different methods to find the area of figures that are rectangles and figures that are not rectangles, and how area and perimeter are different

- Kids will find perimeter and area of various shapes and go deep into concepts of area of rectangular figures.
- Explore relationship between perimeter and area by investigating rectangles with the same perimeter and different areas and rectangles with same area and different perimeter
- <u>THERE ARE SOME ERRORS IN LESSON 6-6, PAGE 323 STUDENT BOOK. THE DIMENSIONS OF THE RECTANGLES ARE OFF IN</u> <u>PROBLEMS: 14, 16, 17, 21 THE LENGTH SIDE MEASUREMENT IS A SMALLER NUMBER THAN THE WIDTH SIDE</u> <u>MEASUREMENT</u>[®] Seifert Decker 2016-17 rdecker@oaisd.org

Second Grade skills...

2.G.1 -Recognized and drew triangles, quadrilaterals, pentagons, hexagons, and cubes 2.G.2 -Partitioned a rectangle into rows and columns of same-size squares and counted to find the total Third Grade...

recognize attributes of triangles, quadrilaterals, and other polygons decompose polygons into triangles and compose polygons from triangles

recognize perimeter and area as attributes of plane figures and find ways to measure both attributes investigate relationship between area and perimeter – this will take time – put up posters and use in your quick practice often – use in centers, or find computer apps to encourage a lot of exposure!!

Research showed that many third grade kids did not understand perimeter and area, could not differentiate between the measures and could not compute the measures. Because they did not understand concepts from the lower grades. Conceptual development of properties of perimeter and area, use of appropriate units, and counting strategies should occur in early grades (later grades use formulas) - THERFORE look at the above standards – make sure kids can do these BEFORE THIS UNIT !!!!!

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To transition from students' Grade 2 experiences with fraction names as equal shares, continue with this routine *as needed*.

- Lead this activity with students using the top ruler on M125, the ruler with inches, after it has been cut from the page.
- Use an extra copy of the top ruler and project it so students can see it (or draw a big ruler where students can see it).
- Cover all but the first inch of the ruler and say: What shape is this? [A rectangle.]
- Remember in Grade 2 when you divided a rectangle into two equal parts? Do you remember what you called each part? [a half or halves]
- So I am dividing this rectangle into two equal parts vertically (do so). What do I call each part? [a half or one half]
 - Now in Grade 3 you are going to learn how to write the math symbol that says one half. It is written like this: One over two (write ½ vertically as on the other rulers) to show that there is one of two equal parts.
 - Look at your other rulers. Which ruler has this symbol for ½ written on it? (Help students pull out the ruler that has ½ between each whole number of inches.)
 - How did we find this ½ in each little rectangle? [We divided each little rectangle into two equal parts and wrote ½ there where we made the dividing line.]

- Let's check that these are really halves. In the first rectangle fold along the ½ line. Did you make two equal parts of that rectangle? [Yes. Now I see why we can write ½ for each rectangle.]
- Could we fold to make two equal parts each of the rectangles between the two numbers on the ruler? (Fold one more if you want, but do not fold all of them because of time.)
- So how does this ruler with halves work? Put your inch ruler above your halves ruler.
- Where is 1 ½ inches on the ruler with halves? [Slide a finger along the whole 1 inch and then one more half, the half past 1 inch.]
- Can you see how 1 ½ inches are made from one whole inch (slide your finger along the one inch length) plus the ½ inch (slide your finger along the 1/2 inch length)?
- Remember that rulers measure lengths, not those points that have number on them.
- Show me 3 ½ inches by sliding your finger along your ruler with halves. This length is made by what? [3 whole inches plus ½ an inch]
- Do a couple more inch examples with finger sliding, such as 7 ½ inches and 10 ½ inches.
- Repeat the whole activity for fourths.

- Fold the first 1 inch on the inch ruler into 4 equal parts to make fourths. Elicit why we write this as ¼ [Because it is 1 of 4 equal parts].
- Elicit why the first inch on the fourths ruler has ¼, 2/4, ¾. [Because these are 1 or 2 or 3 of the 4 equal parts.]
- Why do you not see a 4/4? [Because 4/4 is one whole inch, which we label with 1.]
- Do some finger sliding to find different lengths on the ruler, emphasizing that the length is some whole inches plus some fourths.

The crucial aspect of understanding rulers is to see the numbers on them as lengths from the beginning (or from 0 if the ruler has a 0).

The numbers on rulers (and on number lines and on bar graph scales) pull students' eyes to the numbers, and they make errors and do not understand the crucial length units.

That is why they are asked to circle the length units and fractions on page 159: to be sure that they are seeing each inch length and each fraction length.

Another "quick routine" would be to show shapes and have students identify the equal parts. *Modify and use the examples below as needed.*

1. Circle the model that correctly shows 1 third shaded.



2.



There are ______ equal parts in all. ______ are shaded.

Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.



July 22, 2016

1. Circle the strips that are cut into equal parts.



July 22, 2016

January 2017

1/9 Begin Unit 6

1/13 Unit 6 Quiz 1

1/15 Re-teaching day for Unit 6 Quiz 1 (Mastery Learning Loop protocols)

1/25 Unit 6 Quiz 2

1/26 Re-teaching day for Unit 6 Quiz 2 (Mastery Learning Loop protocols)

1/27 Math Practice Lesson from Unit 5

1/30 – 2/2 Window of days to utilize the Mastery Learning Loop and take the Unit 6 test and Performance Task from Unit 3

Today < > January 2017		Day	Week	Month	5 Days	Agenda		
	*							
Mon	Tue	Wed	Thu			Fri		
2	3	4	5			6		
Winter Break								
0	10	44	10			10		
9 Begin Unit 6 - PACING CHANGE		11	12			Unit 6 Qui	Z 1 - Give at th	e END of
16	17	18	19			20		
Reteaching Day - Small group in	15							
23	24	25	26			27		
		Unit 6 Quiz 2 - Give at the END of	Retea	ching Day - s	Small group in:	Mathemat	ical Practice I	esson
20	24	E-F-4	0			-		
30	JI	reul	2			3		
oran o resulty window - Perfor	manue rast					1		

	Grade 3 Pacing at a Glance				
Unit	1 day for each Lessons Some special cases where lessons take more than one day are accounted for and are shown in the detailed pacing guide	1 day to <u>reteach</u> any concepts/strategies from the quiz	1 test per unit 2-3 days for mastery	Instructional Days (Including Mastery Learning Loop)	
1	19	4 days (4 quizzes)	2-3	25-26	
2	15	2 days (2 quizzes)	2-3	19-20	
3	15	3	2-3	20-21	
4	18	3	2-3	23-24	
5	11	2	2-3	15-16	
6	11	2	2-3	15-16	
7	9	2	2-3	13-14	
Total	98	18	14-21	131-138	

Grade 4 Rtl Standards Readiness Standards - found in Grade 3 Units- Essential for Grade 4				
Add 3 digit numbers 3.NBT.2a	Unit 4 Lesson 1 Activity 1&2 Place Value drawings Unit 4 Lesson 2 Activity 1&2 secret code cards Unit 4 Lesson 5 Activity 1 rounding Unit 4 Lesson 7 Activity 1&2 methods Unit 4 Lesson 9 Activity 1 grouping			
Subtract 3-digit numbers 3.NBT.2b	Unit 4 Lesson 11 Activity 1 methods Unit 4 Lesson 12 Activity 1,2&3 zeros Unit 4 Lesson 13 Activity 1 methods and Unit 4 Lesson 14 Activity 1 diagrams			
Multiply numbers from 0-10 3.OA.7a	Unit 1 Lesson 1 & 2 All Activities Unit 1 Lesson 3 Activities 3&4 area model Unit 1 Lesson 11 Activity 1&2 methods Unit 1 Lesson 15 Activity 4 associative property Unit 2 Lesson 1 Activity 1&2 Strategies for 6s Unit 2 Lesson 3 Activity 3 Strategies for 8s Unit 2 Lesson 5 Activity 2 Strategies for 7s			
Multiplication and Division Games	Unit 1 Lesson 17 Activity 2 Unit 2 Lesson 7 Activity 2			
Divide numbers by 1 to 10 3.OA.7b	Unit 1 Lesson 4 Activity 2&3 Unit 1 Lesson 11 Activity 2 strategy cards Unit 1 Lesson 15 Activity 4 division rules			
Identify fractions and their parts. 3.NF.1	Unit 7 Lesson 1 Activity 1&2 and Unit 7 Lesson 2 All			
Identify fractions on a number line. 3.NF.2	Unit 7 Lesson 2 Activity 1 bars, Activity 2&3 lines Unit 7 Lesson 3 Activity 1&2 locate on lines			
Compare fractions with the same numerator or same denominator. 3.NF.3d	Unit 7 Lesson 4 & 5 All Unit 7 Lesson 6 & 7 All equivalence			

Unit 6					
Are you	Are you using math sense making about math structure using math drawings to support math explaining?				
Big Idea 1:	Analyzing Triangles and	Quadrilaterals			
Lesson	Quick Practice	Materials	Common Core Standard/Practice	Words To Use	
6.1 2 days??	Tell Time to the Minute	SAB: 295-303B SHC:295-302 & AB: 163-166 (includes cut outs) (family Letter included)	MP: 2,3,5,6 CC.3.G.1, CC.3.G.2	Angle, Concave, Convex, Decagon, Hexagon, Octagon, Polygon, Pentagon, Ray, Right angle	
Maybe??		HR: 235-236			
Lesson Focus	Understand the relationship	between angles, triangles, and p	olygons.		
Formative Assessment	Ask students what character explain that all triangles have sides of equal length or by th	istics all triangles share and how e three sides and three angles. T ne types of angles.	they can be grouped into small riangles can be grouped into sm	er categories. Students should naller groups by the number of	
I CAN	Instructional Strategies: Student Outcome:				
Learning Targets	 A1: Compare and model angles. A2: Describe triangles by the number of sides of equal length and by the types of angles. A3: Build polygons from triangles that have the same size and shape. 				
Notes Read 651Z, 651AA-651BB This lesson is a great idea for centers as these concepts might need many days of exposure!! This lesson established a foundation for the rest of the work in this unit by providing the vocab needed to discuss geometric concepts, explain ways to classify and name polygons, and how some figures composed and decomposed triangles. Classify angles and triangles. Understand triangles then work with quadrilaterals. Then move into polygons. Could use ruler to help with angle sides. Teaching note page 655 **Grade 3 standard: 1. understand that shapes in different categories (rhombus, rectangles and others) may share attributes and that the shared attributes can define a larger category (quadrilaterals).					
	to any of these subcate 2. Partition shapes into parts with	gories h equal areas.	or quadrilaterais, and draw example	es of quadrilaterals that up not belong	

	Express the area of each	n part as a unit fraction of the whole		
6.2	Tell Time to the Minute.	SAB: 303-306 SHC: 303-306 HR: 237-238 (could be included in student portfolio)	MP: 3,6,7 CC.3.G.1	Opposite, Parallelogram, Rectangle, Rhombus, Square, Trapezoid
Lesson Focus	Explore the relationships am	ong parallelograms, rectangles, s	quares, rhombuses, and t	rapezoids.
Formative Assessment	Ask students to draw a quad the sides that are parallel, an	rilateral and describe it. Student d if there are any right angles.	s' descriptions should incl	ude the sides that are of equal length,
I CAN Learning Targets	Instructional Strategies: Student Outcome: A1: Define parallelog A2: Define rectangles A3: Define trapezoid	rams and observe, by measuring, s, squares, and rhombuses and ex s and identify all the names for gi	that opposite sides of son plain the relationships am ven quadrilaterals.	ne parallelograms are the same length. ong them.
Notes	Read 651Z, 651CC-651DD V boxes are good info to read!!	'ocabulary is huge – related to na take the time to read them for t	mes and attributes. Tea : his lesson!!	ching note 669 – really all the blue
6.3	Tell Time to the Minute.	SAB: 307-310 SHC: 307-310 & AB: 167-170 (includes grids) HR: 239-240 (student portfolio)	MP: 4,5,6 CC.3.G.1	Parallel, Parallelogram, Rectangle, Rhombus, Square, Trapezoid
Lesson Focus	Draw quadrilaterals.			
Formative Assessment	Ask students to name a subg give the attributes of opposit	roup of quadrilaterals and give it e sides parallel and the same ler	s attributes. For example ogth and four right angles.	, students may name rectangles and

I CAN	Instructional Strategies:				
Learning	A1: Review the attributes of and draw parallelograms.				
Targets	A2: Review the attribu	ites of and draw rectangles, squa	ares, and rhombuses and quadrila	aterals that are not rectangles,	
Notes	Read 651Z Drawing quad's	help clarify the relationship amo	ong different quad's – helps conn	ect attributes and properties of	
Notes	geometric shapes	····· ···· ····· ····· ····· ····· ·····			
6.4	Tell Time to the Minute.	SAB: 311-315B SHC: 311-314 & AB: 171-176 HR: 241-242 (could be included in student portfolio) Quick Quiz 1 Fluency Check	MP: 3,5,6,7,8 CC.3.G.1	Parallelogram, quadrilateral, Rectangle, Rhombus, Square, Trapezoid	
Lesson Focus	Describe the relationships among various types of quadrilaterals and draw quadrilaterals that match a description.				
Formative Assessment	Ask students to name the subcategories of quadrilaterals. Students should name parallelograms, rectangles, squares, rhombuses, and trapezoids.				
I CAN	Instructional Strategies: Student Outcome:				
Learning Targets	 A1: Review the key attributes of quadrilaterals, parallelograms, rectangles, squares, rhombuses, and trapezoids. A2: Draw quadrilaterals that match given descriptions. A3: Use a category diagram to classify quadrilaterals. 				
Notes	Read 651Z, 651CC-641DD Ag	gain- good for centers – kids coul	d use a lot of exposure to solidify	these standards	

		Quick Quiz 1 – 1 Day f	or reteaching	
Give quiz aft	er teaching lesson 4 – then t	ake this day to reteach/enrich	n per each quiz item.	
This quiz will al specific items other higher ord that may need	low you to see if initial learning to on the quiz, in order to be more su der thinking activities. This time sp help, it also allows for the enrichm critical time	ok place. If it did not the extra day is ccessful for the next Big Idea. If kids ent on re-teaching or enrichment wil ent for students who need more of a s helps eliminate unorganized re-tea Found on OAISD Math Resources	spent to spend more time with are doing well, take the time I allow for you to keep on pac challenge to go deeper with ching times during a lesson/ar K-5 or Think Central	th only those students that need help on the to enrich using the Differentiated Cards, or e with not over teaching to only a select few their understanding. Designated stopping at ctivity.
		Fluency Che	eck	
Big Idea 2:	Area and Perimeter			
6.5	Tell Time to the Minute.	SAB: 315-320 SHC: 315-320 & AB: 177-184 (includes family letter) HR: 243-244 Centimeter paper, rulers, sticky notes	MP: 2,3,5,6,7 CC.3.MD.5, CC.3.MD.5a CC.3.MD.5b, CC.3.MD.6 CC.3.MD.7, CC.3.MD.7a CC.3.MD.7b, CC.3.MD.8	Area, Perimeter, Unit square
Lesson Focus	Develop concepts of perimet	er and area.		
Formative Assessment	Ask students to explain what	the perimeter and area of a figu	re are and to tell how bot	h attributes can be measured.
I CAN Learning Targets	Instructional Strategies: Student Outcome: A1: Recognize perime A2: Measure area by A3: Measure areas by	eter and area as attributes of plar tiling with unit squares and by m y counting square feet and square	ne figures and find perimet ultiplying. 9 meters.	ers and areas of figures on a dot grid.
Notes	Read 651EE-651HH Stude – tile with unit squares, see n	ents recognize area as an attribute umber of unit squares as product	e of plane figures to guide of side lengths, see area m	them to develop ways to measure area nodel as distributive proper of

	multiplication over addition.	This unit builds on unit 3 re-est	ablishing the concept of mu	Ilt. 2 factors. the concept of perimeter	
	and area bring together the dor	nains of geometry, measureme	nt, and data.		
6.6	Tell Time to the Minute.	SAB: 321-324 SHC: 321-324 & AB: 185-186 HR: 245-246 (could be included in student portfolio) Sticky notes – 2 colors	MP: 1,2,3,5,6 CC.3.MD.6, CC.3.MD.7 CC.3.MD.7a, CC.3.MD.7b, CC.3.MD.7c, CC.3.MD.8	Side length	
Lesson Focus	Use side length in area and perimeter calculations and problems.				
Formative Assessment	Ask students to describe how to find an unknown side length when the perimeter or the area of a rectangle is known.				
I CAN Learning Targets	Instructional Strategies: Student Outcome: A1: Record the results of tiling a rectangle by using the Distributive Property to show that the area of a rectangle with cida lengths d and a + f is the sum of d v a and d v f				
	A2: Find an unknown s	ide length of a rectangle when o	one side length and either th	ne perimeter or area are known.	
Notes	Read 651EE-651HH <u>THERE ARE SOME ERRORS IN LESSON 6-6, PAGE 323 STUDENT BOOK. THE</u> <u>DIMENSIONS OF THE RECTANGLES ARE OFF IN PROBLEMS: 14, 16, 17, 21 THE LENGTH SIDE</u> <u>MEASUREMENT IS A SMALLER NUMBER THAN THE WIDTH SIDE MEASUREMENT.</u> Grade 2 kids studied perimeter – BUT it is important that kids really understand how perimeter and area attributes are different – finding and measuring both will help – also emphasize that different units are used to describe each attribute – units of length for perimeter and square units for area				
6.7	Tell Time to the Minute.	SAB: 325-326 SHC: 325-326 &AB: 187-188 (includes tables) HR: 247-248 Centimeter dot paper , rulers	MP: 2,3,6,8 CC.3.MD.5, CC.3.MD.5a CC.3.MD.5b, CC.3.MD.7b CC.3.MD.8	Area, perimeter	

Lesson Focus	Recognize that rectangles with the same perimeter can have different areas, and rectangles with the same area can have different perimeters.				
Formative Assessment	Ask students to describe if they were given a rectangle with a certain perimeter, how they would draw it so that it has the greatest area. Suggest they use a perimeter of 18 inches to help them explain.				
I CAN Learning Targets	Instructional Strategies: Student Outcome: A1: Draw all of the possible rectangles with a given perimeter and sides whose lengths are whole numbers, and find and compare their areas. A2: Draw all of the possible rectangles with a given area and sides whose lengths are whole numbers, and find and compare their perimeters.				
Notes	Read 651EE-6512HH Relate perimeter and area as they draw on a dot array all the possible rectangles with a given perimeter with whole unit side lengths. Notice— for given area the longest skinniest rectangle has the greatest perimeter and the most square-like rectangle has the least perimeter. Notice – for given perimeter, the longest skinniest rectangle has the least perimeter area and the most square like rectangle has the greatest area.				
6.8	Tell Time to the Minute	SAB: 327-330 SHC: 327-330 & AB: 189-192 HR: 249-250	MP: 2,3,6 CC.3.MD.7b CC.3.MD.7d	Decompose, Rectilinear, polygon	
Lesson Focus	Find the area of figures by decomposing them into rectangles.				
Formative Assessment	Draw a rectilinear figure on the class MathBoard or on Centimeter Dot Paper and ask students to explain two different ways to decompose it to find the area.				
I CAN Learning Targets	Instructional Strategies: Student Outcome: A1: Find the area of a f	figure by decomposing it into re	ctangles and adding the areas of	the rectangles.	

Notes	Read 651IIDistributive property!Rectilinear- simply means "being made of straight lines"Work with I-shapedfigures helps see that area is additive – add the area of 2 parts gives same as counting all the unit squares in the figure.Understand inverse relationship of add/sub to find the length of a side given the length of the other side and perimeter and usewhat know about inverse of mult/div – to find the length of the other side.Be sure to always refer to the UNKNOWN SIDELENGTH, and NOT the Missing Side Length. the side is not missing because it is part of the rectangle; its length is what is notknown				
6.9	Tell Time to the Minute	SAB: 331-334 SHC: 331-334 HR: 251-252 (could be included in student Portfolio)	MP: 1,2,3,4,6 CC.3.MD.5, CC.3.MD.7 CC.3.MD.7b, CC.3.MD.7d CC.3.MD.8	Dimensions	
Lesson Focus	Use concepts of perimeter and area to solve real world problems.				
Formative Assessment	Ask students to write examples of and explain how they would solve a real world area and a real world perimeter problem.				
I CAN Learning Targets	Instructional Strategies: Student Outcome: A1: Solve real world problems by applying concepts of perimeter and area.				
Notes	Read 651EE-651HH There are many ways to solve these problems – make sure to use the SOLVE AND DISCUSS to hear all the ideas – use drawings, clear language				
6.10	Tell Time to the Minute	SAB: 335A-340 SHC: 335A-340 & AB: 193- 200 Quick Quiz 2 found in lesson 11 HR: 253-254	MP: 3,4,5,6,7,8 CC.3.MD.5 CC.3.MD.6	Tangram	

Lesson Focus	Use tangram shapes to find areas of figures.			
Formative Assessment	Ask students to expla solved by finding the	in how area and perimeter can be used area and perimeter of rectangles.	to describe figures and to tell w	hat kinds of problems can be
I CAN Learning Targets	Instructional Strategies: Student Outcome: A1: Explore relationships among the shapes of tangram pieces by solving tangram puzzles. A2: Cover a figure with tangram pieces and add the areas of the pieces to find the area of the figure.			
Notes	Read 651JJ-651KK Once familiar with shapes, and can reproduce a given figure, then use to construct and calculate their areas, this helps reinforce the concept that area is additive. This is designed to make the visual connection between the whole figure and smaller figures that compose it – then use what know of smaller figures and compose/decompose larger ones			
		Fluency Ch	eck	
Quick Quiz 2 (found at the end of lesson 11) – 1 Day for reteaching Give quiz after teaching lesson 10 – then take this day to reteach/enrich per each quiz item. Found on OAISD Math Resources K-5 or Think Central				
Give quiz afte	Quick er teaching lesson 10	Quiz 2 (found at the end of less – then take this day to reteach/enri Found on OAISD Math Resource	son 11) – 1 Day for reteac ch per each quiz item. es K-5 or Think Central	hing
Give quiz afte	Quick er teaching lesson 10 If you would like to include Quick Practice with this lesson, use the Quick Practice provided in Lesson 1	Quiz 2 (found at the end of less – then take this day to reteach/enri Found on OAISD Math Resource SAB: 341-342 SHC: 341-342 & AB: 201-202 Quick Quiz 2 but give after lesson 10 Fluency check HR: 255-256 (could be included in student portfolio) Inch grid paper	son 11) – 1 Day for reteact ch per each quiz item. es K-5 or Think Central MP: 1,2,3,4,5,6,7,8 CC.3.MD.7d, CC.3.MD.8 CC.3.G.1	ning

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Formative Assessment	n/a
	Instructional Strategies:
I CAN	Student Outcome:
Learning	A1: 1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 4. Model with
Targets	mathematics. 5. Use appropriate tools strategically.
	A2: 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
	A3: 3. Construct a viable argument and critique the reasoning of others. 6. Attend to precision.
Notes	Read 651KK
	Unit 6

Balanced Assessment Resources and Protocols

The balanced assessment is made up of 3 components: the current unit content (Unit test, Fluency) and prior content at a varying depth of knowledge (Performance Task).

Unit 6 Test and Review

Give All Students the Review Test A as a Pre-test at the END of the unit – then 2-3 days to reteach/enrich each test item Post-Test students that were identified as needing re-teaching to the specific test items to demonstrate proficiency This test will allow you to see if after initial learning took place, the student was able to retain the information. If it did not the extra day(s) is spent to allow for more time with only those students that need help on the specific items on the test, in order to be more successful for the next Unit. If kids are doing well, take the time to enrich using the Differentiated Cards, or other higher order thinking activities. This time spent on reteaching or enrichment will allow for you to keep on pace with not over teaching to only a select few that may need help, it also allows for the enrichment for students who need more of a challenge to go deeper with their understanding. Designated stopping at critical times helps eliminate unorganized re-teaching times during a lesson/activity.

Fluency Check

Use Friendly Fast Go Around Routine

July 22, 2016

Performance Task

Use the **Unit 3 Performance Task** to incorporate the balanced assessment review of a higher depth of knowledge to check students understanding of the application of the prior unit's concepts and strategies.

This performance task might be taught as a whole group, small group or in pairs. The requirements of taking a task might still be new to students so you may want to take one day to both review the rubrics and strategies to thoroughly answer all parts of the task. The role of the teacher to facilitate the Math Talk will be a critical piece to having the students take ownership of their learning and ability to complete the Performance Task.

Found on OAISD Math Resources K-5 (Balanced Assessment Resources)

GRADE 3 Math RtI Grade 2 CCSS MX Teacher Edition	
Identify numbers to 1,000 2.NBT.3	Unit 2 Lesson 1 Ones, tens and hundreds Unit 2 Lesson 2 Activity 1 Draw Quick 10s and 100s Unit 2 Lesson 3 Activity 2 Expanded form, Activity 3 Read, Write names
Mentally add and subtract 10 or 100 to an umber between 100 and 900 2.NBT.8	Unit 2 Lesson 4 Activity 3 Add 1, 10, 100 to a number
Compare numbers to 1,000 2.NBT.4	Unit 2 Lesson 5 Compare within 200 Unit 6 Lesson 3 Compare 3 digit numbers
Add 2-digit numbers 2.NBT.5a	Unit 2 Lesson 7 Show all totals Unit 2 Lesson 8 Activity 1 New groups below Unit 2 Lesson 13 Activity 2 Game addition
Subtract 2-digit numbers 2.NBT.5b	Unit 4 Lesson 3 Unit 4 Lesson 8 When to ungroup Unit 4 Lesson 5 Methods Unit 4 Lesson 7 Subtract from 200 Unit 4 Lesson 9 Zeros Unit 4 Lesson 11 Game subtraction