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| **First Trimester** | Grade: 3 | Unit Number: 1 |
| Unit Overview: * To explore patterns on number grids
* To review telling time, measuring lengths, and using calculators
* To review data concepts and make predictions based on data
* To give equivalent names for numbers
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| Essential Question: |
| Academic Vocabulary:minute number line picture graph (pictograph) bar graph arithmetic patterns place value algorithm rounding  |
| Lesson | Standard | Guiding Questions | Differentiation  | Additional Resources | Student Learning Goals |
| 1.1 |  | What math vocabulary helps you communicate clearly about the chances of something happening or not happening? |  |  | I can…* Identify and write, in both numerals and words, numbers up to six-digits.
* Represent thousands as ten groups of hundreds.
* Count forward and backward by 1s, 2s. 5s, 10s and 100s from any given three- or four-digit number.
* Tell and write time to the nearest minute. (3.MD.1)
* Measure a duration of time in minutes. (3.MD.1)
* Solve addition and subtraction word problems involving time intervals measured in minutes. (3.MD.1)
* Use the calculator to demonstrate that multiplication is repeated addition; division, repeated subtraction.
* Use the calculator to check whole number problems using the +, -, x,÷, and = keys.
* Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
* Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3.MD.3)
* Quickly add and subtract within 1,000 using a strategy (or algoritym based on place value, properties of operations, and the relationship between addition and subtraction. (2.NBT.2)
* Identify arithmetic patterns in number charts, addition tables, and multiplication tables. (3.OA.9)
* Explain arithmetic patterns using properties of operations. (3.OA.9)
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| 1.2 |  | Why are the larger units, such as miles or kilometers, not as appropriate for measuring the distances in the contest? |  |  |
| 1.3 |  | Why are the larger units, such as miles or kilometers, not as appropriate for measuring the distances in the contest? |  |  |
| 1.4 | 3.NBT.2**3.MD.1** | Why is it important to use mathematical tools correctly? |  |  |
| 1.5 | **3.MD.3** | Why is it important to be able to explain data shown in tally charts and graphs? |  |  |
| 1.6 |  | When might it be helpful to solve a problem in more than one way? Explain your thinking. |  |  |
| 1.7 |  | When might you use these terms in real life? |  |  |
| 1.8 | **3.NBT.2** | When solving any problem, how do you know if your answer is correct? |  |  |
| 1.9 | **3.OA.9****3.NBT.2** | Why is it important to use a calculator, or any other tool, correctly? |  |  |
| 1.10 | **3.NBT.2****3.MD.3** | Why is it important for you to be able to explain what numbers and symbols mean? |  |  |
| 1.11 | **3.NBT.1****3.NBT.2** | How do you decide whether the answer to a problem should be exact or an estimate? |  |  |
| 1.12 |  | Why are patterns important in mathematics? |  |  |
| 1.13 | 3.NBT.2**3.MD.1**3.MD.3 | Why is it important to communicate your math thinking clearly? |  |  |
| Assessment: |