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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 | | | | | | |
| 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) |
| 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: | | | | | | | |