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| Third Trimester | Grade: 3 | Unit Number 11 |
| Unit Overview: * To organize, graph, and interpret data
* To represent the likelihood of outcomes with visual models
* To predict outcomes and estimate the makeup of a population using survey data and objects
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| Essential Question: |
| Academic Vocabulary: minute scaled picture graph fraction numerator number line number line scaled bar graph unit fraction denominator equivalent |
| Lesson | Standard | Guiding Questions | Differentiation  | Additional Resources | Student Learning Goals |
| 11.1 | 3.OA.7**3.MD.1****3.MD.3** | How could you use the Sunrise/Sunset Chart to describe how light or dark it will be during different seasons?Why might this information helpful? |  |  | I can…* Say and write time to the nearest minute.
* Measure duration of time in minutes (e.g., basketball practice if 45minutes long).
* Solve addition and subtraction word problems involving durations of time measured in minutes.
* Make a scaled picture graph or bar graph with several categories to represent data (e.g., one square or picture represents 5 objects).
* Read and interpret scaled bar graphs in order to solve one- and two- step “how many more” and “how many less” problems.
* Explain that a fraction (1/b) is one part of a whole that is divided into b equal parts.
* Explain any fraction (a/b) as “a” (numerator) being the number of parts and “b” (denominator) as the total number of equal parts in the whole (limited to fractions with denominators 2, 3, 4, 6, 8).
* Show that a fraction such as 1/b is a number on the number line determined by dividing a whole interval (e.g., o-1) into b equal parts.
* Show fractions on a number line.
* Recognize and create simple equivalent fractions.
* Show that two fractions are equivalent if they are located at the same point on a number line (1/2=2/4, 4/6 = 2/3).
* Locate whole numbers as fractions on a number line (3 = 3/1, locate 6/6 and 1 at the same point on the number line).
* Use visual models or a umber line to compare two fractions and record the comparison using ˃, ˂, or =.
* Compare two fractions with the same numerator or the same denominator by reasoning about their size.
* Explain that comparisons of fractions are only valid when the two fractions refer to the same whole.
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| 11.2 |  | How could organizing data help you use it to solve problems? |  |  |
| 11.3 | **3.NF.1****3.NF.3** | Why is it more likely that the actual results more closely match the predicted results when you collect a lot of data? |  |  |
| 11.4 | **3.NF.1** | How can there be different ways to design spinners with a predicted outcome? |  |  |
| 11.5 |  | What else could you predict using this data? |  |  |
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| Assessment: |