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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 | | | | | | |
| 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. |
| 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: | | | | | | | |