|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Second Trimester** | Grade: 3 | | | | Unit Number: 5 | | |
| Unit Overview:  Unit 5 will extend previous lessons on the base-ten place-value system to whole numbers through millions and to decimals through millions and to decimals through thousandths. Students will apply concepts to reading, writing, comparing, and oerdering whole numbers and decimals, and use whole numbers and decimals in real-life contexts. | | | | | | |
| Essential Question: | | | | | | |
| Academic Vocabulary: minute scaled picture graph line plot half/halves fourth unit fraction denominator division numerator associative property distributive property cumulative property muntilication fraction quarter scale number line | | | | | | |
| Lesson | Standard | Guiding Questions | Differentiation | | Additional Resources | Stduent Learning Goals |
| 5.1 |  | Why is it important to know the value of each digit? |  | |  | I can..   * Identify and write, in both numerals and words, numbers up to six-digits. * Identify the place value of an indicated digit in whole numbers up to six digits. * Recognize the expanded notation of a number through 100,000 * Compare whole numbers greater than three digits using ˂ ,˃ ,=. * Orer decimal numbers from least to greatest or greatest to lease in a series of decimals through tenths using a pictorial representation. * Tell and write time to the nearest nimute. * Measure a duration of time in minutes. * Solve addition and subtraction word problems involving time intervals measured in minutes. * Make a scaled pcture graph or bar graph with several categories to represent date (e.g. one square or picture represents 5objects). * Read and interpret scaled bar graphs in order to solve one-and two-step “how many more” and “how many less” problems. * Use a ruler to measure lengths in whole, half, and quarter inches. * Gather and record measurement data using whole, half, and quarter inches. * Make a line plot with the horizontal scale marked off in whole number, half, or quarter units. * Explain that a fraction (1/b) is one part of a whole that is divided ino b equal parts. * Explain any fraction (a/b) as “a” (numberator) being the number of parts and “b” (denominator) as the total number of equal parts in the whol (limited to fractions with denominators 2,3,4,6,8). * Quickly nultiply and divide within 100 using strategies such as the relationship between multiplication and division or propertieis of operations to find the answers. * Instantly recall the product of any two one-digit numbers. |
| 5. 2 | **3.MD.3** | Why do we compare numbers? numbers? |  | |  |
| 5.3 |  | How can 10 digits form all the whole numbers in our number system? |  | |  |
| 5.4 | 3.OA.7 | When might you read and write large numbers in real life? |  | |  |
| 5.5 | **3.MD.1** | How could you check your estimate using a calculator? |  | |  |
| 5.6 | 3.OA.7  **3.MD.8** | How can estimates help you check exact answers? |  | |  |
| 5.7 | **3.NF.1**  **3.MD.4** | What do the numbers to the left of the decimal point in dollars and cents notation mean?  To the right of the decimal point |  | |  |
| 5.8 | 3.OA.7 | Why might someone want to use tools like cubes and a grid to learn about decimals? |  | |  |
| 5.9 | **3.NF.1** | How can real-world examples help you understand measurement units? |  | |  |
| 5.10 | **3.NF.1** | When might someone need to know how to use a rain guage? |  | |  |
| 5.11 |  | What other tools could help you complete this journal page and how might you use them? |  | |  |
| 5.12 | **3.OA.7**  **3.MD.1** | What does the shapte of the graph show about the length of days? |  | |  |
|  |  |  |  | |  |
|  | Assessment: | | | | | | |