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| **Third Trimester** | Grade: 3 | | | | Unit Number: 8 | | |
| Unit Overview:   * To explore fractional and spatial relationships * To introduce the number line for fractions * To find equivalent fractions * To compare fractions using region models * To name quantities greater than 1 with fractions and mixed numbers * To solve number stories involving fractions | | | | | | |
| Essential Question: | | | | | | |
| Academic Vocabulary: fraction unit fraction numerator denominator equivalent area | | | | | | |
| Lesson | Standard | Guiding Questions | Differentiation | | Additional Resources | Student Learning Goals |
| 8.1 | **3.NF.1**  **3.NF.3c**  **3.G.2** | How might pictures help you understand fractions? |  | |  | I can…   * 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 numbers 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 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 a 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 number 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. * Divide shapes into parts with equal areas. * Express the area of each part as a unit fraction of the whole. * Explain division as a set of objects partitioned into an equal number of shares. * Identify parts of division equations (dividend, divisor, and quotient). * Interpret quotients in division (e.g., 50/10=5 can be 5 groups with 10 items in each group or 10 groups with 5 items in each group.) * Use equal groups arrays, measurement quantities and drawing to solve multiplication and division word problems within 100. * Use equations with a symbol for the unknown number to represent multiplication and division problems. |
| 8.2 |  | How might data help you make predictions? |  | |  |
| 8.3 | **3.G.2** | What helps you get started when trying to solve a new problem?  How could working with a partner help you solve challenging problems? |  | |  |
| 8.4 | **3.NF.1**  **3.NF.2**  **3.NF.3**  **3.G.2** | Why might it be helpful to think about how math tools, such as number lines, rulers, and the Fraction Number-Line Poster, are alike and different? |  | |  |
| 8.5 | **3.OA.3**  3.OA.5  **3.NF.1**  **3.NF.2**  **3.NF.3**  3.G.2 | How could patterns help you find equivalent names for numbers? |  | |  |
| 8.6 | **3.NF.2**  **3.NF.3a**  **3.NF.3c**  **3.NF.3d** | When else might it be helpful to put numbers in order from least to greatest? |  | |  |
| 8.7 | **3.NF.1**  **3.NF.2**  **3.NF.3a**  **3.NF.3b**  **3.NF.3c**  3.G.2 | How can mathematical vocabulary help you describe numbers? |  | |  |
| 8.8 | **3.NF.2**  **3.NF.3a**  **3.NF.3c**  **3.NF.3d**  3.MD.4 | What could you do if you don’t know how to use a tool? |  | |  |
| Assessment: | | | | | | | |