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| **Unit Plan** |
| **Unit Title: Place Value****Essential Questions How can numbers be expressed, ordered, and compared?****Standards:** 2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. 2.4.3.A.3 Solve problems involving money using a combination of coins and bills.**Summative Unit Assessment : Chapter 1 form B test**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students Will-Use understanding of place value to compare numbersRound numbers to the nearest 10,100,1000 | \_\_\_\_ Rubric \_\_\_ Checklist \_\_X\_\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

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**Teacher Name : Sarah Rosato Subject : Math Proposed Dates: Sept 2014 Grade Level (s) 3**

 **Building : Heights Terrace**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will-read, write, and identify place value of whole numbers though thousands | 1 | Watch “Let’s Travel” videoWRITE about numbers in the world and where they are seen.Read numbers around the room | WI | Projectorcomputer | Formative-class discussionSummative- Write promptStudent Self - Assessment- |
| 2 | Students will-Same as above | 1 | Guided practice of place value through thousands | I | Book pages 9-12 | Formative-Class ParticipationSummative- workbookStudent Self - Assessment- |
| 3 | Students will- use place to compare numbers | 2 | Graphic organizer with sentence framesSymbols <,>,=Literature piece “More or Less” by Stuart J. Murphy | WS | Number lineProjectorLiterature book | Formative-Group workClass discussionSummative- Student Self - Assessment- |
| 4 | Students will-Same as above | 3 | Hands on Compare number activityGuided/Independent practiceHands on activity- Number shuffle | WSI | Cards with numbers Cards with symbolsBook pg 15-18 | Formative-Partner worksharingSummative- workbookStudent Self - Assessment- |
| 5 | Students will-Same as above | 12 | Learnzillian lessonsCollaborative ConversationSample graphs | W | ComputerProjectorGraphsBook pg 21-24 | Formative- Class Participation/DiscussionSummative- Student Self - Assessment- |
| 6 | Students will- Use place value to order numbers | 12 | LearnzillianCollaborative conversationsSample real world graphs/chartsGuided Practice | WS | ComputerProjectorGraphsBook pg 21-24 | Formative- Class ParticipationSummative- workbookStudent Self - Assessment- |
| 7 | Students will—Same as above | 12 | Enrichment – Weight of SharksCheck my progressassessment | WS | Book pg 29-48Number lineAssessment quizStudy island | Formative-Summative- Student Self - Assessment- |
| 8 | Students will-Round to nearest 10,100,1000 | 12 | Literature connection “A Place For Zero” by Angeline Sparagna LoPrestiGuided Practice/independent practice | WI | Same as above | Formative- Class ParticipationSummative- Student Self - Assessment- |
| 9 | Students will--Round to nearest 10,100,1000 | 1 | Same as above | WI | Same as above | Formative- Class ParticipationSummative- workbook Student Self - Assessment- |
| 10 | Students will - -Round to nearest 10,100,1000 | 1 |  Rounding assessmentReflect – chapter 1 | WI | Same as above | Formative-Summative- Student Self - Assessment- |
| 11 | Students will--Round to nearest 10,100,1000 | 12 | Rounding AssessmentReflect Chapter 1 | I | Book pg 50Rounding assessment | Formative-Summative- QuizStudent Self - Assessment-WRITE |
| 12 | Students will- |  | Chapter 1 Assessment |  | Assessment | Formative-Summative- Chaper TestStudent Self - Assessment- |