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

**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” video  WRITE about numbers in the world and where they are seen.  Read numbers around the room | W  I | Projector  computer | Formative-class discussion  Summative- Write prompt  Student Self - Assessment- |
| 2 | Students will-Same as above | 1 | Guided practice of place value through thousands | I | Book pages 9-12 | Formative-Class Participation  Summative- workbook  Student Self - Assessment- |
| 3 | Students will- use place to compare numbers | 2 | Graphic organizer with sentence frames  Symbols <,>,=  Literature piece “More or Less” by Stuart J. Murphy | W  S | Number line  Projector  Literature book | Formative-Group work  Class discussion  Summative-  Student Self - Assessment- |
| 4 | Students will-Same as above | 3 | Hands on Compare number activity  Guided/Independent practice  Hands on activity- Number shuffle | W  S  I | Cards with numbers  Cards with symbols  Book pg 15-18 | Formative-Partner work  sharing  Summative- workbook  Student Self - Assessment- |
| 5 | Students will-Same as above | 1  2 | Learnzillian lessons  Collaborative Conversation  Sample graphs | W | Computer  Projector  Graphs  Book pg 21-24 | Formative- Class Participation/Discussion  Summative-  Student Self - Assessment- |
| 6 | Students will- Use place value to order numbers | 1  2 | Learnzillian  Collaborative conversations  Sample real world graphs/charts  Guided Practice | W  S | Computer  Projector  Graphs  Book pg 21-24 | Formative- Class Participation  Summative- workbook  Student Self - Assessment- |
| 7 | Students will—Same as above | 1  2 | Enrichment – Weight of Sharks  Check my progress  assessment | W  S | Book pg 29-48  Number line  Assessment quiz  Study island | Formative-  Summative-  Student Self - Assessment- |
| 8 | Students will-Round to nearest 10,100,1000 | 1  2 | Literature connection “A Place For Zero” by Angeline Sparagna LoPresti  Guided Practice/independent practice | W  I | Same as above | Formative- Class Participation  Summative-  Student Self - Assessment- |
| 9 | Students will--Round to nearest 10,100,1000 | 1 | Same as above | W  I | Same as above | Formative- Class Participation  Summative- workbook  Student Self - Assessment- |
| 10 | Students will - -Round to nearest 10,100,1000 | 1 | Rounding assessment  Reflect – chapter 1 | W  I | Same as above | Formative-  Summative-  Student Self - Assessment- |
| 11 | Students will--Round to nearest 10,100,1000 | 1  2 | Rounding Assessment  Reflect Chapter 1 | I | Book pg 50  Rounding assessment | Formative-  Summative- Quiz  Student Self - Assessment-  WRITE |
| 12 | Students will- |  | Chapter 1 Assessment |  | Assessment | Formative-  Summative- Chaper Test  Student Self - Assessment- |