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| **Unit Plan** |
| **Unit Title :Multiplication Chapter 4****Essential Questions What does multiplication mean?****Standards:** 2.2.3.A.1 Represent and solve problems involving multiplication and division.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.2.2.3.A.3 Demonstrate multiplication and division fluency. 2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. 2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.**Summative Unit Assessment : Chapter test**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students Will- demonstrate their understanding of the meaning of multiplication and express it by using a model, repeated addition, and or an array | \_\_\_\_ Rubric \_\_\_ Checklist \_\_X\_\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

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

 **Building : Heights Terrace Morning Work: counting and subtracting money Times Tables : 0 and 1’s**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will-Explore the meaning of multiplication | 2 | Read “Amanda Bean’s Amazing Dream”By Cindy NeushwanderGroup problem solvingWhich has more? | WS | Literature bookComputer/projector | Formative-student’s predictions and responses. Group conversationsSummative- Student Self - Assessment- |
| 2 | Students will- same as above | 4 | WRITE – Write and solve your own Which has more? Problem. Learn Zillian Video Lessons 3.OA.A.1Guided/Independent practice | IW | Computer/projectorWkbk pg 193-196 | Formative-project, independent workSummative- Student Self - Assessment- |
| 3 | Students will-relate multiplication and addition. | 1 | (refer to story)Learn Zillian video lesson 3.OA.A.1Model the mathGuided/Independent practice | WI | Wkbk pg 199-202 | Formative-student responsesSummative- Student Self - Assessment- |
| 4 | Students will-use arrays to explore and model multiplication | 1 | (refer to bakery in the story)LearnZillian video lesson 3.OA.A.1Triumph learning Unit 2 lesson 7Array challenge | W | Computer/projectorTriumph learning lesson | Formative-Class participationSummative- Student Self - Assessment- |
| 5 | Students will- same as above | 2 | Array task cardsArrays with M & M’sGuided and Independent practice | SW | Task cardsM &M sheet per groupWkbk pg 204-208 | Formative-student responsesSummative- group workStudent Self - Assessment- |
| 6 | Students will-use the make a table strategy to solve problems | 1 | Guided and Independent practice | W | Wkbk pg 291-222 | Formative-Summative- independent practiceStudent Self - Assessment- |
| 7 | Students will-same as above | 4 | Pizza Place | I | Paper for making a tableComputer/projector | Formative-Summative- creation of tableStudent Self - Assessment- |
| 8 | Students will- prepare for assessment | 2 | 4 corners task organizer graph | I | White construction paper | Formative-Summative- graphic organizerStudent Self - Assessment- |
| 9 | Students will- demonstrate their understanding of multiplication | 1 | Chapter Test 4A | I | test | Formative-Summative- unit assessmentStudent Self - Assessment- |
| 10 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 11 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 12 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |