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| **Unit Plan** |
| **Unit Title: Chapter 10 Fractions****Essential Questions How can fractions be used to represent numbers and their parts?****Standards:**2.1.3.C.1 Explore and develop an understanding of fractions as numbers.**Summative Unit Assessment : Unit Assessment Test**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students Will-create models and name a fraction, compare fractions and identify equivalent fractions. | \_\_\_\_ Rubric \_\_\_ Checklist \_\_X\_\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

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

 **Building : Heights Terrace Rhymes and Times 7,8,9 Times tables 4,5,6 Extra Practice : Graphing**

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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 and model unit fractions | 2 | Liturature “Whole-y Cow Fractions are Fun”  By Taryn SoudersGroup work – Fraction SortingWkbk pg 571-572 | WS | Fraction mats/piecesLiterature book | Formative-students predictions and responses. Group conversationSummative- Student Self - Assessment- |
| 2 | Students will-read and write fractions that name part of a whole | 1 | Model the MathGuided PracticeIndependent PracticeWkbk pg 575-578 | WI | Square shaped paperProjectorFraction tiles | Formative-independent work, student responsesSummative- Student Self - Assessment- |
| 3 | Students will-use models to represent fractions that name part of a set | 2 | Model the mathGuided PracticeGroupwork- Fraction cardsIndependent practice pg 583-584 | WSI | Fraction cards/sheets | Formative- Group converstionSummative- Flash card response sheetStudent Self - Assessment- |
| 4 | Students will-same as above | 3 | Literature “Pizza Counting” by Christine DobsonCreate your own pizza | WI | Literature bookPaper platesFraction sheets | Formative-independent workSummative- pizza projectStudent Self - Assessment- |
| 5 | Students will- draw a diagram to solve problems | 23 | Understand – Plan- Solve-CheckPractice the StrategyPg 588-589Continue with pizza creation | WI | ProjectorPizza tiles | Formative-student responsesSummative- pizza projectStudent Self - Assessment- |
| 6 | Students will-demonstrate their understanding of fractions by using models | 1 | Check your progressFraction Bingo | WI | Bingo cards/markers | Formative- Bingo responsesSummative- Student Self - Assessment- |
| 7 | Students will-same as above | 13 | Check my progress Chapter 10Continue with Pizza Creation | WI | Quiz | Formative-student participationSummative- pizza projectStudent Self - Assessment- |
| 8 | Students will-represent fractions on a number line | 1 | LearnZIllian video Lesson 3.NF.2b (2parts)Fraction TilesWkbk pg 595-596 | Ws | ComputerProjectorFraction tiles | Formative- student responsesSummative- Student Self - Assessment- |
| 9 | Students will-same as above | 1 | Triumph Learning lesson Domin 3 Lesson22WkBk. 597-598 | W | ComputerProjector | Formative-student responsesSummative- independent workStudent Self - Assessment- |
| 10 | Students will-use models to find equivalent fractions | 2 | Math in My WorldGuided Practice pg 601-602LearnZIllian Video Lessons 3.NF.3b | WS | Fraction tilesComputer projector | Formative-student responsesSummative- independent workStudent Self - Assessment- |
| 11 | Students will-same as above | 2 | Triumph Learning LessonIndependent PracticeRules for equal fraction sheet | WS | Rule sheet | Formative- group converstionSummative-fraction sheet Student Self - Assessment- |
| 12 | Students will-express whole numbers as fractions and recognize fractions equivalent to whole numbers | 2 | Literature “Apple Fraction”  By: Jerry PallottaModel the MathWkbk pg 607-608 | WI | Pattern blocksLiterature blocks | Formative-student predictions and responsesSummative- independent workStudent Self - Assessment- |
| 13 | Students will-use models to compare two fractions and record results | 2 | Math in My WorldGuided PracticeIndependent PracticeLiterature “IF I were a Fraction” By Marcie Aboff | WI | BookHershey barMagnetic fractions | Formative-student predictions and responsesSummative- independent work Student Self - Assessment- |
| 14 | Students will-Same as above | 23 | Fraction WarLearnZillian Video Lesson 3.Nf.A 3dSmarties Activity | WS | Fraction war sheetSmartiesSmarties sheet | Formative-student responsesSummative- activityStudent Self - Assessment- |
| 15 | Students will-represent parts of a whole as a fraction, compare fractions and recognize equivalent fractions | 1 | Review pg 619-620 | I |  | Formative-Student responsesSummative- Independent workStudent Self - Assessment- |
| 16 | Students will- Same as above | 1 | Assessment Test | I | Test | Formative-Summative- TestStudent Self - Assessment- |