Mathematics Grade 3, Unit Plan

Unit 1: Routines, Reviews & Assessments	
Established Goals: Mathematics Grade Level Content Expectations **NC = Calculators cannot be used to test these GLCE's on MEAP**	
N.ME.02.01	Count to 1000 by 1's, 10's and 100's starting from any number in the sequence. I.1.E.1, IV.1.E.1, IV.2.E.3, ***Secure***
N.ME.02.02	Read and write numbers to 1000 in numerals and words, and relate them to the quantities they represent. IV.1.E.1, IV.1E..2, IV.2.E.3 ***Secure***
N.ME.02.05	Express numbers through 999 using place value, e.g., 137 is 1 hundred, 3 tens, and 7 ones; use concrete materials. IV.E.1.1, IV.1.E.2, IV.1.E.3, IV.2.E.1, IV.3.E.2, V.1.E.3 ***Secure***
M.UN.02.05	Using both A.M. and P.M., tell and write time from the clock face in 5 minute intervals and from digital clocks to the minute; include reading time: 9:15 as nine-fifteen and 9:50 as nine-fifty. Interpret time both as minutes after the hour and minutes before the next hour, e.g., 8:50 as eight-fifty and ten to nine. Show times by drawing hands on clock face. II.3.E.1, II.3.E.2 ***Secure***
M.UN.02.07	Read and write amounts of money using decimal notations, e.g., $1.15. II.3.E.1, II.3.E.2 ***Secure***
N.ME.03.02	Identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place. Recognize and use expanded notation for numbers using place value through 9,999, e.g., 2,517 is 2000+ 500+10+ 7; 4 hundreds and 2 ones is 402. IV.1.E.1, IV.1.E.2, IV.1.E.3, IV.2.E.1, V.1.E.3 Developing
N.ME.03.21	Understand and relate decimal fractions to fractional parts of a dollar, e.g., **½ dollar** = $0.50; **¼ dollar** = $0.25. IV.1.E.2, V.2.E.1 Developing
M.UN.03.01	Know and use common units of measurements in length, weight, and time. II.3.E.1, II.3.E.2 Developing
M.PS.03.12	Solve applied problems involving money, length, and time. II.3.E.6 Developing
D.RE.03.02	Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph. III.2.E.2 Developing
D.RE.03.03	Solve problems using information in bar graphs, including comparison of bar graphs. III.2.E.1, III.2.E.3 Developing
M.UN.03.02	Measure in mixed units within the same measurement system for length, weight, and time: feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months. II.3.E.1 Beginning/Developing

N.ME.03.01 NC	Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects. IV.1.E.1, IV.1.E.2, IV.2.E.1, IV.2.E.3, Beginning/Developing
N.ME.03.03 NC	Compare and order numbers up to 10,000. IV.1.E.1, IV.3.E.1 Beginning/Developing
D.RE.03.01	Read and interpret bar graphs in both horizontal and vertical forms. III.2.E.1 Beginning

Understandings • Computational estimations involve replacing or substituting difficult-to-handle numbers with close "ballpark" numbers so that the resulting computation can be done mentally. • Pattern Block templates are used to measure objects and draw geometric shapes. • Manipulatives are used model number story calculations.	**Essential Questions** • How does estimation help when working with money? • What tools can be used to measure objects, calculate numbers, draw and classify geometric shapes?
Students will know… • Essential vocabulary terms • Number grids • Mathematics tools • Display and analyze data • Calculator Routines • Problems solving with money	**Students will be able to…** • Identify and use number patterns to solve problems. • Count by tens and hundreds. • Apply place value concepts in 4-digit numbers. • Tell and show times to the nearest minute. • Count combinations of bills and coins and write the total using dollar-and-cents notation. • Find equivalent names for numbers. • Write basic addition facts.

Assessment Evidence	
Performance Tasks • Complete a number grid. • Draw coins to show a given amount of numbers in two ways. • Solve a coin problem by making change. • Write numbers that are 10, 100, or 1,000 more or less than a given number. • Draw the minute hand and hour hand to show the time. • Complete Frame-and Arrow patterns and identify the rule. • Write different names for a given number.	**Other Evidence:** • Oral and written responses to the Essential Question • Exit slips
Key Concepts • Number patterns • Measurement tools • Analyze and display data • Equivalent names • Calculator routines • Represent and compare amounts of money • Solving money problems • Elapsed time	**Instructional Resources** The University of Chicago School Mathematics Project. *Everyday Mathematics-Third Grade Teacher's Lesson Guide Volume 1 Unit 1: Routines, Reviews & Assessments.* Chicago, IL; SRA/McGraw Hill, 2002 ***Everyday Mathematics Games*** • **Lesson 1.4**: *Addition Top-It* **SRB** pg. 194 • **Lesson 1.8:** *Beat the Calculator* **SRB** pg. 202 • **Lesson 1.9:** *Buyer and Vendor Game* **TE** pg. 59 • **Lesson 1.3:** *Less Than You* **SRB** pg. 214 *Oakland Schools Curriculum Unit Plan Third Grade Mathematics*; July 20, 2005

Accommodations

Extra Practice –

Applying number grid patterns TE. Pg.24
Filling in Number Grids, TE. Pg 25
Minute Math Extra Practice TE. Pg. 24, 48, 53,
Reviewing Place Value Concepts TE. Pg. 39
Playing Musical Name Collection Boxes TE. Pg.43
Playing the Buyer and Vendor Game TE. Pg. 59
Shopping Day TE. Pg. 65
Making a Daily Schedule of Activities TE. Pg.75

Re-teaching –

Making a clock face with 5 minute interval marks TE pg. 34
Counting on the number grid TE. Pg. 70