

D A Y  U N I T	<p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p><a href="#">Curriculum document</a></p> <p><a href="#">Common Core</a></p>	<p>Thoughtful Ed./ Student Engagement</p> <p><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a></p> <p><a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a></p> <p><a href="#">Engagement Cube</a></p> <p><a href="#">Cube II (examples)</a></p>	<p>Literacy/Reading in the Content</p> <p><a href="#">Literacy Ideas</a></p> <p>Vocabulary/ Vocab Activity</p> <p><a href="#">Activities</a></p> <p><a href="#">Activities II</a></p>	<p>Formative/ Summative Assessment</p> <p><b>F –Formative</b></p> <p><b>S-Summative</b></p> <p><a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a></p> <p><a href="#">Strategies</a></p> <p><a href="#">More Ideas</a></p>	<p>Differentiation</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p><a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a></p> <p><a href="#">9 Types</a></p> <p><a href="#">Big Explanation Tool</a></p> <p><a href="#">MAP Site</a></p> <p><a href="#">Reading Differentiation K-5</a></p>	<p>Technology</p> <p><a href="#">50 Ideas</a></p> <p>Resources- Text, sites,...</p>
1	<p><i>**Pre assessment was given over place value to determine beginning study ability over this content.</i></p> <p><b><u>NBT5.1</u></b></p> <p><b><u>Learning Target</u></b> - I can explain the value of each digit in a multi-digit number as ten times the number to the right.</p> <p><b><u>Essential Question</u></b> - How does a digit's position affect its value?</p>	<p><b><u>This lesson includes the following engaging qualities:</u></b></p> <p><b>Personal Response</b> - Students will work with a partner to brainstorm ways that numbers are used in the "real world," outside of math class.</p> <p><b>Emotional/Intellectual Safety</b>- There is an unlimited amount of correct answers. None are incorrect as long as the examples use numbers.</p> <p><b>Authenticity</b>- Relating place value to money, makes a connection for students making the lesson authentic.</p>	<p><b><u>New Vocabulary</u></b></p> <p>Place value</p> <p>Digit</p> <p>Ones</p> <p>Tens</p> <p>Hundreds</p> <p>Thousands</p> <p>Ten thousands</p> <p>Hundred thousands</p> <p>Millions</p> <p><b><u>Activity:</u></b> Students will watch a United Streaming video of "How Much is a Million" story. They then were given different writing prompts to answer and draw a picture.</p>	<p><b><u>Formative Assessment</u></b></p> <p>No formative assessment today.</p> <p><b><u>Summative Assessment</u></b></p> <p>This target will be assessed through the unit test and Flashback Friday Quiz.</p>	<p><b><u>Task- Ten Makes One Activity</u></b> (Van De Walle)- Students will be given either 1 ten dollar bill, 10 one dollar bills, 1 hundred dollar bill, or 10 ten dollar bills. They trade only once with someone who has the same amount, but in a different form. After all students have traded, discuss how 10 of one kind makes 1 of another. Extend this conversation on the board by drawing blanks to represent each place and discuss how 10 ones makes 1 ten, and 10 tens makes 1 hundred, and so on. Also use place value blocks to help make this connection.</p>	<p>Classroom teacher computer and projector</p> <p>Discovery Education website</p>

2	<p><b><u>NBT5.2</u></b></p> <p><b><u>Learning Target</u></b> - I can read and write a multi-digit number in word form, base-ten numerals, and expanded form.</p> <p><b><u>Essential Question</u></b> - How does a digit's position affect its value?</p>	<p><b><u>This lesson includes the following engaging qualities:</u></b></p> <p><b><u>Clear/Modeled Expectations</u></b> - The teacher will model how to read numbers by explaining that we can divide large numbers into groups of three in order to make it easier to read them. Also, the teacher will model how to play the game.</p> <p><b><u>Emotional/Intellectual Safety</u></b> - The students will be given the opportunity to read numbers to a friend before reading it aloud to the class.</p> <p><b><u>Novelty and Variety</u></b> - Students will play a game to model place value.</p>	<p><b><u>New Vocabulary:</u></b> Standard form Word form</p>	<p><b><u>Formative Assessment:</u></b> The teacher will formatively assess students by listening as they read numbers aloud. Stress to students that we do not use the word "and" unless a number is a mixed number or a decimal (both skills will be covered at a later date).</p> <p>The teacher will also formatively assess students as they are completing the number chart and playing the place value game, checking to see that they know which places to put each of the digits in.</p>	<p><b><u>Task:</u></b> Students will be given a place value chart. The teacher will say a number aloud and students will write the number placing the correct digits in the correct places. Students will continue with this practice with several numbers. The teacher will make sure that students are given the opportunity to form numbers with zeros also.</p> <p>Play the Place Value Game using index cards with the digits 0-9. This game can be differentiated by making the numbers as small or as large as needed.</p> <p>Homework: "Swimming in School Supplies" - practice with matching numbers in word form to numbers in standard form</p>	
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3	<p><b><u>NBT5.2</u></b></p> <p><b><u>Learning Targets:</u></b> I can read and write a multi-digit number in word form, base-ten numerals, and expanded form.</p> <p><b><u>Essential Questions:</u></b> How does a digit's position affect its value?</p>	<p><b><u>This lesson includes the following engaging qualities:</u></b></p> <p><b>Personal Response -</b> Students will tell which vocabulary word doesn't belong and explain their thinking.</p> <p><b>Emotional/Intellectual Safety -</b> There is not a right answer, so students are encouraged to share their answers even if their answer is different from someone else.</p> <p><b>Clear/Modeled Expectations:</b> Teacher will model how to do this activity.</p>	<p><b><u>New Vocabulary:</u></b> Expanded form</p> <p><b><u>Activity:</u></b> Which One Doesn't Belong activity - give students 4 vocabulary words and have them decide which one they think doesn't belong. They must justify it by telling what the other 3 words have in common.</p>	<p><b><u>Formative Assessment:</u></b></p> <p>Through watching the students throughout the activities, the teacher will formatively assess: Journal entry - Could students find the proper place for each digit based on the clues?</p> <p>Writing numbers - Could students write the numbers in expanded form? Standard form? Word form?</p>	<p><b><u>Task:</u></b></p> <p>Find the Mystery Number - (Journal Entry) Find the mystery number based on the place value clues given.</p> <p>Practice writing numbers in expanded form. The teacher will say a number and the students will write it in expanded form. Sometimes, the teacher will mix it up by writing a number on the board in word form and having the students write it in standard and expanded form, or vice versa.</p>	
4	<p><b><u>NBT5.2</u></b></p> <p><b><u>Learning Targets:</u></b> I can read and write a multi-digit number in word form, base-ten numerals, and expanded form.</p> <p><b><u>Essential Questions:</u></b> How does a digit's</p>	<p><b><u>This lesson includes the following engaging qualities:</u></b></p> <p><b>Novelty and Variety -</b> Bingo game</p> <p><b>Personal Response-</b> Students get to select their own numbers so</p>	<p><b><u>New Vocabulary:</u></b> No new vocabulary today, other vocabulary words will be reviewed during class discussion.</p>	<p><b><u>Formative Assessment:</u></b></p> <p>The teacher will observe if students are placing the digits in the correct place during the number tile activity and the bingo</p>	<p><b><u>Task:</u></b></p> <p>Use number tiles to create numbers. Have students turn a piece of paper sideways and draw blanks and commas to show the different places. Say numbers for students to create by</p>	

	position affect its value?	that everyone has something different. They will also explain how they win if their numbers are chosen. <b>Clear/Modeled Expectations</b> - The teacher will model how to use the number tiles and play the bingo game.		game. Both of these clearly show if students know the difference in each place in a number.	placing the correct digits in the proper places.  Play Place Value Bingo- students create their own number with the assigned amount of digits. The teacher pulls out cards and calls out the place and the digit. If they have that number in the correct place, they highlight it. The first student to get all places highlighted wins. This activity encourages listening and also checks to see if students know place value.	
5	<b><u>NBT5.2</u></b>  <b><u>Learning Targets:</u></b> I can read and write a multi-digit number in word form, base-ten numerals, and expanded form.	<b><u>This lesson includes the following engaging qualities:</u></b>  <b><u>Personal Response</u></b> - Students will choose their individual numbers to use in the	<b><u>New Vocabulary:</u></b> No new vocabulary today, other vocabulary words will be reviewed <b><u>Activity:</u></b> Journal activity - Write any 6 digit	<b><u>Formative Assessment:</u></b> By checking the journal entry, the teacher can formatively assess which students understand place value and the vocabulary	<b><u>Task:</u></b> "Number Scramble" activity. Using number tiles, students will complete the Number Scramble. Tier 1: create up to 7 digit numbers	

	<p><b><u>Essential Questions:</u></b> How does a digit's position affect its value?</p>	<p>journal entry and also the number scramble.</p> <p><b><u>Emotional/Intellectual Safety</u></b> - Because students are individually creating their own numbers, the fear of not having the exact answer as someone else is alleviated.</p> <p><b><u>Novelty and Variety</u></b> - Using number tiles makes the activity more appealing to students, and something they have not gotten to do in math class this year.</p>	<p>number. Show how you would write the number in word form, expanded form and standard form.</p>	<p>words presented thus far in this unit.</p> <p>Number Scramble - This activity assess students' ability to create numbers with proper digit placement, write numbers in expanded and standard form, and explain how and why the value of a digit changes based on its placement within the number.</p>	<p>Tier 2 and 3: create up to 6 digit numbers.</p>	
6	<p><b><u>NBT5.2</u></b></p> <p><b><u>Learning Targets:</u></b> I can compare two multi-digit numbers using place value and record the comparison using symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</p> <p><b><u>Essential Questions:</u></b> How does a digit's</p>	<p><b><u>This lesson includes the following engaging qualities:</u></b></p> <p><b><u>Clear/Modeled Expectations</u></b> - teacher will model how to compare numbers by starting with the largest place</p>	<p><b><u>New Vocabulary:</u></b> Less than Greater than equal</p>	<p><b><u>Formative Assessment:</u></b></p> <p>Exit Slip - Give students two numbers with similar digits, but in different places. Have them complete the comparison by filling in either <math>&lt;</math>, <math>&gt;</math>, or <math>=</math></p>	<p><b><u>Task:</u></b> Play 3 of a Kind to Review how to write numbers in expanded, word, and standard forms.  Play Relation Symbol Top It - Using the digits 0-9 in the Everyday</p>	

	position affect its value?	<b>Novelty/Variety</b> - Relation Symbol Top It is a game in which students have not gotten to play this year in math; therefore, it will present excitement and engagement for students.		and explaining how they knew which symbol to use.	Math card deck, have students create multi-digit numbers and compare them with the relation symbol cards. This can be differentiated by having groups create numbers using different amounts of digits. Generally, starting smaller and getting bigger.	
7	<p><b><u>NBT5.2</u></b></p> <p><b><u>Learning Targets:</u></b> I can compare two multi-digit numbers using place value and record the comparison using symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</p> <p><b><u>Essential Questions:</u></b> How does a digit's position affect its value?</p>	<b><u>This lesson includes the following engaging qualities:</u></b>	<b><u>New Vocabulary:</u></b> n/a	<b><u>Formative Assessment:</u></b>  Give Flashback Quiz covering expanded, word, and standard forms. Also, comparing numbers and place value will be on this quiz.	<b><u>Task:</u></b> Sort number cards and put them in order from least to greatest. Students can rotate through stations containing different sets of cards to order and check with a partner. <b><u>Tier 1/GT:</u></b> Cards will go up to 7 digits <b><u>Tier 2:</u></b> Cards will start with 5 digit numbers <b><u>Tier 3:</u></b> Cards will start with 3 digit numbers	

8	<p><b><u>NBT5.3</u></b></p> <p><b><u>Learning Targets:</u></b> I can explain how to use place value and what digits to look for in order to round a multi-digit number.</p> <p>I can use the value of the number to the right of the place to be rounded to determine whether to round up or down.</p> <p>I can write a multi-digit number rounded to any given place.</p> <p><b><u>Essential Questions:</u></b> How does a digit's position affect its value?</p>	<p><b><u>This lesson includes the following engaging qualities:</u></b></p> <p><b>Emotional/Intellectual Safety</b> - Students are working with a partner to round numbers. They can discuss their answer before sharing it with the class.</p> <p><b>Clear/Modeled Expectations:</b> Teacher will model how to do this activity.</p> <p><b>Authenticity:</b> Students will be analyzing real world situations when doing the rounding sort.</p>	<p><b><u>New Vocabulary:</u></b> Round</p>	<p><b><u>Formative Assessment:</u></b> No formative assessment today.</p> <p><b><u>Summative Assessment:</u></b> This target will be assessed through the unit test and Flashback Friday Quiz.</p>	<p><b><u>Task:</u></b> What a Dilemma! Students will cut apart situation strips, and sort them under the headings, "Round", and "Do Not Round". Class discussion will follow. For each rounding situation, have students tell whether to round up or round down and why. For each non-rounding situation, have them explain why an exact answer is needed.</p>	
9	<p><b><u>NBT5.3</u></b></p> <p><b><u>Learning Targets:</u></b></p>	<p><b><u>This lesson includes the following engaging qualities:</u></b></p>	<p><b><u>New Vocabulary:</u></b> <b><u>Activity:</u></b> Number line</p>	<p><b><u>Formative Assessment:</u></b> Students completed</p>	<p><b><u>Task:</u></b> Create a number line to introduce the idea of</p>	

<p>I can explain how to use place value and what digits to look for in order to round a multi-digit number.</p> <p>I can use the value of the number to the right of the place to be rounded to determine whether to round up or down.</p> <p>I can write a multi-digit number rounded to any given place.</p> <p><b><u>Essential Questions:</u></b> How does a digit's position affect its value?</p>	<p><b>Novelty and Variety:</b> The nonlinguistic color coding activity is an engaging way for students to show their knowledge; this may be something new and exciting for them.</p>	<p>*other words will be reviewed as well.</p>	<p>and color coded number lines will be taken up as a formative assessment.</p> <p><b><u>Summative Assessment:</u></b> This material will be assessed through a Flashback Friday quiz and Unit test.</p>	<p>rounding. Color the numbers 10-14 red and the numbers 15-20 blue.</p> <p>Ask the children if the number 16 is closer to 10 or 20. (<i>The number is in the blue area so it is closer to 20.</i>) Do this with several different numbers to give the children visual practice with rounding.</p> <p>Review the concept of place value, using the place-value mats and numbered index cards. Give each set of students a set of index cards and a place-value mat. Shuffle the cards and place in a stack facedown. Take the top four cards, turn them over in order, and lay them on the place-value mat in the same order.</p> <p>Look at the number in the ones column. Is the 6 closer to 0 tens or 1</p>	
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					<p>ten (<i>10</i>)? (<i>1 ten</i>)          Look at the 76. Is it closer to 7 tens (<i>70</i>) or 8 tens (<i>80</i>)? 0 hundreds or 1 hundred (<i>100</i>)?          Continue in this manner, discussing the various numbers in each column. The basic process is the same. If the number is 0 to 4, round down to the next number. If the number is 5 to 9, round up to the next number.</p>
1 0	<p><b><u>NBT5.3</u></b></p> <p><b><u>Learning Targets:</u></b>          I can explain how to use place value and what digits to look for in order to round a multi-digit number.</p> <p>I can use the value of the number to the right of the place to be rounded to determine whether to round up or down.</p> <p>I can write a multi-digit number rounded to any</p>	<p><b><u>This lesson includes the following engaging qualities:</u></b></p>	<p><b><u>New Vocabulary:</u></b>          No new vocabulary, we will review rounding.</p>	<p><b><u>Formative Assessment:</u></b></p> <p><b><u>Summative Assessment:</u></b></p>	<p><b><u>Task:</u></b>          Rounding to the Nearest Ten (using number lines)          Students will follow directions, using crayons, to determine which numbers round up, and which numbers round down.</p>

	<p>given place.</p> <p><b><u>Essential Questions:</u></b> How does a digit's position affect its value?</p>					
<p>1</p> <p>1</p>	<p><b><u>NBT5.1</u></b> <b><u>NBT5.2</u></b> <b><u>NBT5.3</u></b> <b><u>Learning Targets:</u></b> I can explain how to use place value and what digits to look for in order to round a multi-digit number.</p> <p>I can use the value of the number to the right of the place to be rounded to determine whether to round up or down.</p> <p>I can write a multi-digit number rounded to any given place.</p>	<p><b><u>This lesson includes the following engaging qualities:</u></b></p>	<p><b><u>New Vocabulary:</u></b> All unit vocabulary will be reviewed on the study guide.</p>	<p><b><u>Formative Assessment:</u></b> In class study guide</p> <p><b><u>Summative Assessment:</u></b> The unit test will be assessing NBT 1, 2, and 3.</p>	<p><b><u>Task:</u></b> Students will be working independently and with a partner to correctly complete a study guide in which will help them study for their unit test.</p>	<p>Interwrite slate and software will be used to go over the correct answers to the study guide.</p>

Unit Topic: Number and Operations in Base Ten

Content: Math

Grade: 4

Date: Aug. 8-Aug. 31, 2012

<p><b><u>Essential Questions:</u></b> How does a digit's position affect its value?</p>					
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