

Unit Topic:

Content: Math

Grade:

Date: \_\_\_\_\_

| D<br>A<br>Y<br><br>I<br>N<br><br>U<br>N<br>I<br>T | Unit Topic:   | Vocabulary/<br>Vocab Activity  | Thoughtful Ed./<br>Student Engagement  | Literacy/Reading<br>in the Content   | Formative/<br>Summative<br>Assessment  | Differentiation  | Technology  |
|---|---|--|--|--|--|--|---|
| 1   | *Content Strand<br>*Learning Target<br>-I Can<br>*Essential Questions<br>-WHY??<br>-How do you know?<br><a href="#">Curriculum document</a><br><a href="#">Common Core</a>                  | Vocabulary/<br>Vocab Activity<br><a href="#">Activities</a><br><a href="#">Activities II</a>   | Thoughtful Ed./<br>Student Engagement<br><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a><br><a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a><br><a href="#">Engagement Cube</a><br><a href="#">Cube II (examples)</a> | Literacy/Reading<br>in the Content<br><a href="#">Literacy Ideas</a>                       | Formative/<br>Summative<br>Assessment<br><b>F –Formative</b><br><b>S-Summative</b><br><a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a><br><a href="#">Strategies</a><br><a href="#">More Ideas</a> | Differentiation<br>T-Task<br>S-Special Needs<br>G-Gifted/Accel.<br><a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a><br><a href="#">9 Types</a><br><a href="#">Big Explanation Tool</a><br><a href="#">MAP Site</a><br><a href="#">Reading Differentiation K-5</a> | Technology<br><a href="#">50 Ideas</a><br><br>Resources-<br>Text, sites,... |
| 2   | I can understand the parts of a fraction (numerator and denominator 2, 3, 4, 6, and 8. (3.NF.1)<br><br>EQ-Why express quantities, measurements, and number relationships in different ways? | Numerator, denominator<br><br>Activity: Flower Power (KDE Vocabulary Instructional Menu/ongoing activity/add new words and meaning to new petal) | <b>Hooks and Bridges</b><br>-“What do you know about fractions?”   | The Hershey’s Milk Chocolate Fractions Book by Jerry Pallotta<br><br>Interactive Word Wall | S-Common Assessments<br>F-Journal Writing Prompt: My denominator is 3 times larger than my numerator. My numerator is 2. What fraction am I?   | Everyday Math Lesson 8.1<br>Readiness: Exploring Fractions<br><br>Enrichment: Solving Fraction Puzzles<br><br>Skills groups<br>Math Intervention   | <a href="http://www.brainpop.com">www.brainpop.com</a><br>“Fractions”       |
| 2   | I can understand and represent a fraction as a number on a number line. (3.NF.2)<br><br>EQ-Why express quantities, measurements, and number relationships in different ways?                | Halves, thirds, fourths, sixths, eighths<br><br>Activity: Flower Power   | <b>Physical Barometer</b><br>-Label room with halves, thirds, fourths, sixths, eighths. Show students pictures of each fraction and have them stand where answer is in   | Interactive Word Wall  | S-Common Assessments   | Everyday Math Lesson 8.4<br>Readiness: Comparing Rulers and Number Lines<br><br>Enrichment: Solving  | <a href="#">How to Find a Fraction on a Numberline</a>                      |

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|   |   |   | room.   |   |   | Fraction-Strip Problems<br><br>Skills groups<br>Math Intervention  |  |
| 3 | I can compare and explain the equivalence of fractions by reasoning about their size. (3.NF.3)<br><br>EQ-Why express quantities, measurements, and number relationships in different ways?  | Equivalent<br><br>Activity: Flower Power    | <b>Etch-A-Sketch</b><br>Students to show representation of equivalent fractions (ie, $\frac{2}{4}=\frac{1}{2}$ )  | The Doorbell Rang, by Pat Hutchins<br><br>Interactive Word Wall | S-Common Assessments<br>F-Journal Writing<br>Prompt: Paul makes 2 pizzas that are the same size. He cuts one pizza into 6 equal slices. He cuts a second pizza into 8 equal slices. Which pizza has larger slices? How do you know? | Everyday Math Lesson 8.6<br>Readiness: Exploring Fraction Patterns<br><br>Enrichment: Comparing and Ordering Fractions<br><br>Skills groups<br>Math Intervention | <a href="http://www.brainpopjr.com">www.brainpopjr.com</a><br>"Equivalent Fractions" |
| 4 | I can express whole numbers as fractions and recognize fractions that are equal to whole numbers (ex: $3=\frac{3}{1}$ and $6=\frac{6}{1}$ ). (3.NF.3)<br><br>EQ-Why express quantities, measurements, and number relationships in different ways? | Whole numbers<br><br>Activity: Flower Power | <b>Etch-A-Sketch</b><br>Students draw representations (ie, $\frac{3}{1}=3$ wholes shaded representing $\frac{1}{1}$ , $\frac{2}{1}$ , $\frac{3}{1}$ with all equaling 3 wholes) | Interactive Word Wall   | S-Common Assessments  | Everyday Math Lesson 8.7<br>Readiness: Modeling Fractions of Regions Larger than One Whole<br><br>Enrichment: Placing Fractions on a Number Line                 |  |

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|   |   |   |  |                       |                      | Skills groups<br>Math Intervention |  |
| 5 | I can compare two fractions with the same numerator or the same denominator. (3.NF.3)<br><br>EQ-Why express quantities, measurements, and number relationships in different ways? | Numerator,<br>denominator               | <b>Physical Barometer</b><br>Students are shown pictures and number representations of two fractions for them to compare. Students hold up either less than, greater than, or equal to signs to show their answer at seat. | Interactive Word Wall | S-Common Assessments | Skills groups<br>Math Intervention | <a href="https://www.visualfractions.com/Maker/compare.ppt">Compare Fractions - Visual Fractions visualfractions.com/Maker/compare.ppt</a> |
| 6 | I can partition shapes into parts with equal areas. (3.NF.1)<br><br>EQ-Why express quantities, measurements, and number relationships in different ways?                          | Partition<br><br>Activity: Flower Power |  | Interactive Word Wall | S-Common Assessments | Skills groups<br>Math Intervention |  |

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