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| **Unit Plan** |
| **Unit Title: Subtraction****Essential Questions How are the operations of subtracton and addition related?****Standards:**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 3 Test**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students Will-Subtract within 100 and 100 using strategies based on place value, properties of operation and/or the relationship between addition and subtraction | \_\_\_\_ Rubric \_\_\_ Checklist \_X\_\_\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

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

 **Building : Heights Terrace**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will-Make connection with a Venn diagram of addition and subtraction | 2 | Venn Diagram of Addition and SubtractionLiterature “ If You Were a Minus Sign” By Trisha Speed Shaskan | WS | Wkbk pg 128book | Formative-class discussionSummative- Venn DiagramStudent Self - Assessment- |
| 2 | Students will-estimate differences using rounding to the nearest 10 and 100 | 1 | Problem of the dayGuided PracticeIndependent Practice | WI | Wkbk pgs 139-141 | Formative-Class partcipationSummative- workbookStudent Self - Assessment- |
| 3 | Students will- same as above | 2 | Problem solving | S | Wkbk pg 142 | Formative-class participationSummative- workbookStudent Self - Assessment- |
| 4 | Students will-Determine whether an estimate or an exact answer is needed to solve a problem | 2 | Developing the StrategyUPSCPractice the strategyApply the strategy ( Partners) | WIS | Wkbk pgs. 145-147 | Formative- Group workSummative- Student Self - Assessment- |
| 5 | Students will-model subtraction with regrouping | 3 | Build itTalk about itPractice itLiterature “ Subtraction Action” By Loreen Leedy | S | Work matsBase ten blocksWkbk pgs 153-156book | Formative- Class DiscussionGroup WorkSummative- workbookStudent Self - Assessment- |
| 6 | Students will- subtract 3 digit numbers with regrouping | 1 | Guided practiceIndependent practice | WI | Wkbk pgs. 159-161 | Formative-Class ParticipationSummative- workbookStudent Self - Assessment- |
| 7 | Students will- Same as above | 2 | Problem solvingGame time - differences | WS | Pg 162Spinners | Formative- Partner workSummative- Student Self - Assessment- |
| 8 | Students will-Subtract 4 digit numbers with regrouping | 2 | WRITE – How would you describe the process used to subtract 4 digit numbers?Guided Practice | WI | Wkbk pgs. 165-166 | Formative-Summative- workbookStudent Self - Assessment- Writing Prompt |
| 9 | Students will- same as above | 1 | Assessment on 3 digit subtractionIndependent PracticeProblem Solving | IS | AssessmentWkbk pg 167-168 | Formative-Summative- QuizStudent Self - Assessment- |
| 10 | Students will-subtract across zero’s | 1 | Model the mathMath in my worldGuided Practice | W | Base ten blocksPg 171-172 | Formative-Class ParticipationSummative- workbookStudent Self - Assessment- |
| 11 | Students will- same as above | 1 | Learn Zilllan lessons 3.NBT.A.2 lessons 1 and 2Independent practice | WI | ComputerProjectorPg 173-174 | Formative-Class DiscussionSummative- workbookStudent Self - Assessment- |
| 12/13 | Students will- summative assessment objectives | 3 | Centers –Fluency Practice, Study Island, beyond level – Extended shopping activity, Book “Food, Energy and You”Assessment Chapter 3  | SI | Shopping catalogsCopies of bookComputers | Formative-Group workSummative- Chapter testStudent Self - Assessment- |