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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**   |  |  | | --- | --- | | **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) | |

**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 Subtraction  Literature “ If You Were a Minus Sign”  By Trisha Speed Shaskan | W  S | Wkbk pg 128  book | Formative-class discussion  Summative- Venn Diagram  Student Self - Assessment- |
| 2 | Students will-estimate differences using rounding to the nearest 10 and 100 | 1 | Problem of the day  Guided Practice  Independent Practice | W  I | Wkbk pgs 139-141 | Formative-Class partcipation  Summative- workbook  Student Self - Assessment- |
| 3 | Students will- same as above | 2 | Problem solving | S | Wkbk pg 142 | Formative-class participation  Summative- workbook  Student Self - Assessment- |
| 4 | Students will-Determine whether an estimate or an exact answer is needed to solve a problem | 2 | Developing the Strategy  UPSC  Practice the strategy  Apply the strategy ( Partners) | W  I  S | Wkbk pgs. 145-147 | Formative- Group work  Summative-  Student Self - Assessment- |
| 5 | Students will-model subtraction with regrouping | 3 | Build it  Talk about it  Practice it  Literature “ Subtraction Action”  By Loreen Leedy | S | Work mats  Base ten blocks  Wkbk pgs 153-156  book | Formative- Class Discussion  Group Work  Summative- workbook  Student Self - Assessment- |
| 6 | Students will- subtract 3 digit numbers with regrouping | 1 | Guided practice  Independent practice | W  I | Wkbk pgs. 159-161 | Formative-Class Participation  Summative- workbook  Student Self - Assessment- |
| 7 | Students will- Same as above | 2 | Problem solving  Game time - differences | W  S | Pg 162  Spinners | Formative- Partner work  Summative-  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 | W  I | Wkbk pgs. 165-166 | Formative-  Summative- workbook  Student Self - Assessment- Writing Prompt |
| 9 | Students will- same as above | 1 | Assessment on 3 digit subtraction  Independent Practice  Problem Solving | I  S | Assessment  Wkbk pg 167-168 | Formative-  Summative- Quiz  Student Self - Assessment- |
| 10 | Students will-subtract across zero’s | 1 | Model the math  Math in my world  Guided Practice | W | Base ten blocks  Pg 171-172 | Formative-Class Participation  Summative- workbook  Student Self - Assessment- |
| 11 | Students will- same as above | 1 | Learn Zilllan lessons 3.NBT.A.2 lessons 1 and 2  Independent practice | W  I | Computer  Projector  Pg 173-174 | Formative-Class Discussion  Summative- workbook  Student 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 | S  I | Shopping catalogs  Copies of book  Computers | Formative-Group work  Summative- Chapter test  Student Self - Assessment- |