Grade 3 Mathematics – Unit 4: Fractions

Phoenixville Area School District

Stage 1 Desired Results

PA Core Standards:	*Transfer*
CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. **PSSA Assessment Anchors:** M03.A-F.1 Develop an understanding of fractions as numbers (comparing fractions). M03.C-G.1.1.3 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	TRANSFER GOALS *Students will be able to independently use their learning to…* - Develop a sound foundation to demonstrate the value of numbers by describing their various representations, relationships, and patterns. - Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems. - Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale.

	Meaning	
	UNDERSTANDINGS *Students will understand that…* - There are many ways to represent a number. - Identifying relationships between numbers helps classify and compare them. - Depending on the situation, problems may be solved using a variety of tools and strategies. - Mathematical situations and structures can be represented and analyzed using symbols to advance algebraic thinking. - Patterns exhibit relationships that can be extended, described, and generalized.	ESSENTIAL QUESTIONS *Students will keep considering...* - What are different ways to represent a number? - What information and strategies do I use to solve this problem? What is the right tool (operation/ strategy/ technology) for the job? - How do we use symbols to create mathematical meaning? - What is the unknown? How do I find it? - Where in the real-world do I find patterns? - What does this expression/equation mean? What are the ways to represent it? Is there a best way?

	Knowledge and Skills Acquisition	
Example 1: Partition a shape into 4 parts with equal areas. *Example 2: Describe the area of each of 8 equal parts as 1/8 of the area of the shape.*	KNOWLEDGE *Students will know…* • Fractions are equal parts of a whole • Numerator and denominator describe specific parts of a fraction • Models, fraction charts and number lines can be used to represent fractions • Multiplication and division can be used to find equivalent fractions • There is a simplest form of a fraction • Fractions can be compared and ordered • Fractions (with the same denominator) can be added or subtracted • Fractions can be added to equal one whole • Fractions can be part of a set VOCABULARY • Whole/equal parts • Numerator • Denominator • Unit Fraction • Equivalent fraction • Simplest form	SKILLS *Students will be skilled at...* • Understanding the nature of fractions, including concepts such as part to a whole, comparison, ordering, and simplest form. • Identifying that fraction are equal parts of a whole through verbal explanation, drawings, selected responses, and open-ended tasks. • Identifying and representing the numerator and denominator of a fraction through verbal explanation, drawings, selected responses, and open-ended tasks. • Recognizing equivalent fractions using models, number lines, fraction charts, or picture representation verbally, through selected responses, and open-ended tasks. • Identifying those factions have a simplest form through verbal explanation and selected responses. • Comparing and ordering fractions using models, number lines, fraction charts, or picture representation verbally, through selected responses, and open-ended tasks. • Adding and subtracting fractions through verbal explanation and open-ended tasks. • Reading, writing and identifying the fraction of a set verbally as well as through selected responses and open-ended tasks.

Stage 2 – Evidence			
Code A/M/T	**Evaluative Criteria**	**Assessment Evidence**	
A/M/T Acquisition Meaning Making Transfer	*What criteria will be used in each assessment to evaluate attainment of the desired results?*	PERFORMANCE TASK(S) **NO Performance Task for this Unit**	Differentiation Considerations:
A/M/T Acquisition Meaning Making Transfer	*What criteria will be used in each assessment to evaluate attainment of the desired results?*	OTHER EVIDENCE • Math in Focus 2020 Chapter Test 7 • Math in Focus 2020 Chapter 7 Performance Task • Teacher Observation • Teacher Created Quizzes	Differentiation Considerations: Small Group reteaching Enrichment/Put on Your Thinking Cap, Math Journal