Grade 3 Mathematics – Unit 9: Time and Money

Phoenixville Area School District

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">PA Core Standards:
CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.

CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.

PSSA Assessment Anchors:
M03.D-M.1.3 Count, compare, and make change using a collection of coins and one-dollar bills.

M03.D-M.1.1 Determine or calculate time and elapsed time.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">TRANSFER GOALS
Students will be able to independently use their learning to…
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.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
There are many ways to represent a number.
Estimation helps determine the reasonableness of an answer.
Numerical quantities, units, and measurements can be exchanged/converted using appropriate calculations.
Mathematical operations can be modeled through a variety of representations.</td><td>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?
When is estimation more appropriate than finding an exact answer?
What is the correct operation for the task?</td></tr>
<tr><td colspan="2">Knowledge and Skills Acquisition</td></tr>
<tr><td>KNOWLEDGE
Students will know…
How to tell time to the nearest minute and interval
Strategies can be used to solve problems involving intervals of time</td><td>SKILLS
Students will be skilled at…
Telling time to the nearest minute and interval verbally and selected response questions.
Solving problems involving calculating intervals of time using manipulative clocks</td></tr>
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	• Money can be added and subtracted the way whole numbers are added and subtracted • How to solve word problems involving the addition and subtraction of money (one or two steps) VOCABULARY • Hour • Minute • O'clock • Thirty / Half-Past • Quarter After / Quarter Of • Elapsed • Penny, Nickel, Dime, Quarter, Half-Dollar	and drawings and in selected responses questions. • Adding and subtracting money with and without regrouping in open-ended response questions. • Solving addition and subtraction word problems involving one and two steps, using money in selected response and performance-based 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) *Students will demonstrate understanding (meaning-making and transfer) through complex performance by...* **Performance Assessment Unit 9 – A Trip to the Zoo** Students will apply skills of time and money that relate to real life situations. • ***Goal:*** Your task is to read clocks and calculate time and money • ***Role/Audience:*** You are taking a trip to the zoo • ***Situation/Product:*** You will read a clock, find elapsed time, make choices relating to money amounts, add and subtract money amounts • ***Success Criteria:*** Your answers must show knowledge of calculating time and money.	Differentiation Considerations: Read Performance Task to students

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 10 • Math in Focus 2020 Chapter 10 Performance Task • District Created Test for Money • Teacher Observation • Teacher Made Quizzes • Small Group Work	Differentiation Considerations: Small Group reteaching Enrichment/Challenge opportunities