# CAR Unit Template

## Unit Title: Mathematics – Number Concepts and Counting to 10 – Unit 3 – Module C

**Grade level: Grade 3**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

 **3.NF.A.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.

b. Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.

 **3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

 **3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

 **3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT****We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **3.NF.A.2 – WALT** fractions are numbers and can be found or represented on the number line |  |  |  |  |
| **3.NF.A.2 – WALT** represent and recognize a fraction *1/b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts and that the endpoint of the part based at 0 locates the number *1/b* on the number line  |  |  |  |  |
| **3.NF.A.2 – WALT** represent and recognize a fraction *a/b* on a number line diagram by marking off a lengths *1/b* from 0 and that its endpoint locates the number *a/b* on the number line |  |  |  |  |
| **3.MD.B.4 – WALT** generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch |  |  |  |  |
| **3.MD.B.4 – WALT** make a line plot showing measurement data, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters |  |  |  |  |
| **3.NF.A.3 – WALT** compare fractions by reasoning about their size |  |  |  |  |
| **3.NF.A.3a – WALT** two fractions are equivalent (equal) if they are the same size, or the same point on a number line |  |  |  |  |
| **3.NF.A.3b – WALT** recognize and generate simple equivalent fractions |  |  |  |  |
| **3.NF.A.3b – WALT** explain why two fractions are equivalent by using a visual fraction model |  |  |  |  |
| **3.NF.A.3c – WALT** express whole numbers as fractions |  |  |  |  |
| **3.NF.A.3c – WALT** recognize fractions that are equivalent to whole numbers |  |  |  |  |
| **3.NF.A.3d – WALT** compare two fractions with the same numerator or the same denominator by reasoning about their size |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**  |
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Benchmark Assessment 2

| **Benchmark Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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