

Unit 3 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*
digital Teacher Guide

Content

Key Ideas in Unit 3		L1	L2	L2	L2	L3	L3	L4	L4	L5	L6	L6	L6	L7	L7
Unit 3 Expectations		SAB Kitchen Tools	SAB Cubes and Ten Frames	TG Ten Frames Observe Ten Frame Flash	TG Ten Frames Observe Many Ways to Show Numbers	TG Pockets Graph Observe Analyze the Data	TG DPP Item H What Number? 3	SAB Shirt and Pants Pockets Observe	SAB Checking Pockets **	SAB Nine Pennies Table **	TG Two Ten Frames Observe Ten Frame Flash	TG Two Ten Frames Observe Ten Frame War	SAB Showing Numbers in Many Ways**	TG Purchasing with Pennies Observe	DPP Item Y Penny Problems 3
Number 1	Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.														
E1*	Represent and identify quantities from 1–20 using ten frames, counters, tallies, number lines, and symbols. [1.NBT.1, MP 1,2, 4]	X	X		X							X	X		
E2*	Connect representations of quantities (e.g., ten frames, tallies, counters, number lines, and symbols). [1.NBT.1, 1.NBT.2] [MP 1,2,4]	X	X		X					X			X		
E3	Compose and decompose numbers from 1–20 using counters, ten frames, number lines, diagrams, and number sentences. (Algebra 3) [1.NBT.2, 1.OA.5, 1.OA.6, MP 1,2]									X					
E4	Recognize quantities by comparing them to the benchmarks five and ten using tallies, ten frames, number lines, and counters. [1.NBT.1, 1.NBT.2. MP1,2,4]			X							X	X			
Number 2	Operations: Understand the meaning of numerical operations and their application for solving problems.														
E5	Solve addition problems using the counting-on strategy. [1.OA.1, 1.OA.2, 1.OA.6, MP1, 2]						X	X	X						
E6	Represent addition situations using drawings, diagrams, ten frames, counters, number lines, and number sentences. [1.OA.1, 1.OA.2, 1.OA.6, MP1, 2, 4]								X	X				X	
E7	Solve addition word problems (e.g., adding to, putting together, and comparing) involving two or three whole numbers whose sum is less than or equal to 20 using counters and ten frames. [1.OA.1, 1.OA.2, 1.OA.6, MP1, 3, 4, 5]							X	X					X	X
Data 1	Data Collection: Select, collect, and organize data to answer questions, solve problems, and make predictions.														
E8	Collect and organize information in a data table. (Algebra 2) [1.MD.4, MP1, 4]									X					
Data 3	Data Description: Describe a data set by interpreting graphs, identifying patterns, and using statistical measures, e.g., average and range.														
E9	Read a data table or bar graph to find information about a data set. [1.MD.4, MP1, 3, 4]				X	X									

* Denotes Benchmark Expectation

Math Practices

	L3 TG Pockets Graph Observe Analyze the Data	L4 SAB How Many Pockets?	L5 SAB Nine Pennies Table**	L7 TG Purchasing with Pennies Observation
MPE1 Know the problem. I read the problem carefully. I know the questions to answer and what information is important.				
MPE2 Find a strategy. I choose good tools and an efficient strategy for solving the problem. [MP1, 2, 4, 5]			X	X
MPE3 Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again.				
MPE4 Check my calculations. If I make mistakes, I correct them.				
MPE5 Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [MP1, 5, 6]	X	X		X
MPE6 Use labels. I use labels to show what numbers mean.				

* Denotes Benchmark Expectation
 ** Includes Feedback Box