

# Unit 4 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*  
digital Teacher Guide

**E3\*** Show different partitions of numbers using base-ten pieces, number lines, and number sentences. [3.NBT.2, MP1, 2]

## Content

Key Ideas in Unit 4									
Unit 4 Expectations									
<b>11</b>	SAB Pack 'Em Up! Check-In: Q# 9								
<b>12</b>	SG Hundreds, Tens, and Ones Check-In: Q# 21-23								
<b>13</b>	TG How Many Chocos? Assessment Master**								
<b>13</b>	TG DPP Item H Packing Chocos								
<b>14</b>	SG Comparing and Writing Numbers Check-In: Q# 4-8								
<b>15</b>	SAB Helping Professor Peabody Check-In: Q# 7-10								
<b>16</b>	SG Workshop: Place Value Self-Check: Q# 1								
<b>16</b>	TG Place Value Assessment Master**								
<b>Number 1</b>	<b>Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.</b>								
<b>E1</b>	Represent numbers (to the thousands) using base-ten pieces, words, and symbols. [3.NBT.2, MP1]		X	X		X			
<b>E2*</b>	Compose and decompose numbers using ones, tens, hundreds, and thousands. [3.NBT.2, MP2]	X	X	X	X		X	X	X
<b>E3*</b>	Show different partitions of numbers using base-ten pieces, number lines, and number sentences. [3.NBT.2, MP1, 2]	X	X	X	X		X	X	X
<b>E4*</b>	Recognize that different partitions of a number have the same total (e.g., $100 + 20 + 3 = 100 + 10 + 13$ ). (Algebra 3) [3.NBT.2, MP2, 6]	X	X	X	X			X	X
<b>E5</b>	Read and write large numbers (to the thousands). [4.NBT.2]			X					X
<b>E6*</b>	Compare large numbers (to the thousands). [4.NBT.2, MP2]					X		X	X

\* Denotes Benchmark Expectation

\*\* Includes Feedback Box

## Math Facts

		TG DPP Item C Subtraction Flash Cards: Groups 5 and 6 <b>L2</b>	TG DPP Item P More Multiplication Stories <b>L6</b>	TG DPP Item S Fact Families <b>L6</b>
<b>Number 3</b>	<b>Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.</b>			
<b>E7*</b>	Use mental math strategies including counting strategies and thinking addition to solve subtraction facts in Groups 5 and 6. [3.NBT.2]	X		
<b>E8*</b>	Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Groups 5 and 6. (Algebra 4) [3.NBT.2]			X
<b>E9</b>	Use fact strategies, drawings, and number sentences to solve problems involving multiplication facts for the 2s and 3s. (Algebra 4) [3.OA.3, 3.OA.7]		X	

## Math Practices

		TG How Many Chocos? ** Assessment Master <b>L3</b>	SG Number Sense with Dollars and Cents CheckIn: Q# 12 ** <b>L7</b>
<b>MPE1</b>	<b>Know the problem.</b> I read the problem carefully. I know the questions to answer and what information is important.		
<b>MPE2</b>	<b>Find a strategy.</b> I choose good tools and an efficient strategy for solving the problem. [MP1, 4]	X	X
<b>MPE3</b>	<b>Check for reasonableness.</b> I look back at my solution to see if my answer makes sense. If it does not, I try again.		
<b>MPE4</b>	<b>Check my calculations.</b> If I make mistakes, I correct them.		
<b>MPE5</b>	<b>Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [MP3]	X	X
<b>MPE6</b>	<b>Use labels.</b> I use labels to show what numbers mean. [MP1, 6]	X	X

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