

Unit 5 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*
digital Teacher Guide

Content

Key Ideas in Unit 5												
		Unit 5 Expectations										
		L1	L1	L2	L3	L4	L4	L4	L4	L5	L6	
Measurement 1	Measurement Concepts: Understand measurable attributes of objects or situations (length, area, mass volume, size, time) and the units, systems, and processes of measurement.	L1 SAB Broken Clocks Check-In: Q# 7-12	L1 TG Time and Time Again Assessment Master**	L2 SG Measuring Area Check-In: Q# 1-6	L3 SAB Boo the Blob Changes Shape Check-In: Q# 5-9**	L4 SAB The Better "Picker Upper" Lab**	L4 TG Lori's Questions**	L4 TG DPP Item 1 Averaging	L4 TG Home Practice Part 4 Finding Area	L5 SAB Haunted House Footprint**	L6 TG A Raincoat for Joe the Goldfish**	L6 TG Item T Passing Time
E1*	Recognize that different shapes can have the same area. [3.MD.5, 6; MP 1, MP3, MP 5]				X				X			
E2*	Solve problems involving time measurements to the nearest five minutes. [3.MD.1, MP 2, MP 4]		X									X
Measurement 2	Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.											
E3*	Find the area of shapes with straight or curved sides by counting square units. [3.MD. 6; MP 1, MP 2, MP 3, MP 5]			X	X	X	X		X	X	X	
E4*	Write and tell time to the nearest five minutes. [3.MD.1, MP 1, MP 2, MP5]	X	X									
Data 2	Data Representation: Select and create appropriate representations, including tables, and graphs, for organizing, displaying and analyzing data.											
E5	Make a scaled bar graph using numerical data. (Algebra 2) [3.MD.3, MP 1, MP 4]					X						
Data 3	Data Description: Describe a data set by interpreting graphs, identifying patterns, and using statistical measures, e.g., average and range.											
E6	Read a table and graph to find information about a data set. (Algebra 4) [MP 4]					X	X					
E7	Find the median of a data set. [6.SP.5; MP 4]				X	X		X				
Data 4	Using Data: Apply relationships and patterns in data to solve problems, develop generalizations, and make predictions.											
E8	Make predictions and generalizations about a data set using data tables, graphs, and diagrams. (Algebra 4) [MP2, MP4, MP 5]					X	X			X		

* Denotes Benchmark Expectation

** Includes Feedback Box

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Math Facts

		TG DPP Item A 11 Subtraction Flash Cards: Groups 7 and 8	TG DPP Item O 14 Subtraction Strategies	TG DPP Item S 16 More Subtraction Strategies	TG DPP Item U 17 Fact Families Quiz	TG DPP Item V 17 More Story Solving
Number 3	Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.					
E9*	Use mental math strategies to subtract, including using doubles and thinking addition, for the facts in Groups 7 and 8. [3.NBT.2]	X	X	X		
E10*	Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Groups 7 and 8. (Algebra 3) [3.NBT.2]				X	
E11	Use fact strategies, drawings, and number sentences to solve word problems involving multiplication facts for the square numbers. [3.OA.3., 3.OA.7]					X

Math Practices

		SAB Boo the Blob 13 Changes Shape Check-In: Q# 5-9**	TG 14 Lori's Questions	SAB 15 Haunted House Footprint **	TG 16 A Raincoat for Joe the Goldfish **	SG 17 Using Number Sense at the Book Sale Check-In: Q# 11**
MPE1	Know the problem. I read the problem carefully. I know the questions to answer and what information is important. [MP1, MP2]		X		X	
MPE2	Find a strategy. I choose good tools and an efficient strategy for solving the problem. [MP5]		X		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. [MP1, MP4]				X	
MPE4	Check my calculations. If I make mistakes, I correct them. [MP1, MP6]				X	
MPE5	Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [MP3, MP6]	X	X	X	X	X
MPE6	Use labels. I use labels to show what numbers mean. [MP1, MP3, MP6]	X	X	X	X	X

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