

Unit 7 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*
digital Teacher Guide

| Content | | Key Ideas in Unit 7 | | | | | | | | | | | |
|----------------------|--|---------------------|---|---|---|---------------------------|--------------------------|---|---|------------------------|---|-------------------------|--|
| | | Unit 7 Expectations | | | | | | | | | | | |
| | | L1 | L2 | L3 | L4 | L4 | L5 | L5 | L5 | L5 | L6 | L6 | L7 |
| | | TG More Time | SAB Subtraction Strategies Check-In: Q# 6-7 | SG Subtracting with Base-Ten Pieces Check-In: Q# 6-10 | SAB Recording Your Subtraction Check-In: Q# 6-7 | TG Subtraction Checkup ** | TG DPP Item O Time to Go | SG Observe Workshop: Subtraction Q# 1-6 | L5 SAB Strategies to Subtract Self Check: Q# 1, 10-11, 16 | TG Subtraction Quiz ** | SAB Helping Leonardo the Traveler Solve Problems ** | TG Home Practice Part 3 | SG Addition and Subtraction: Practice and Estimation Check-In: Questions 7-8** |
| Number 1 | Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways. | | | | | | | | | | | | |
| | Apply place value concepts to make connections among representations of numbers to the thousands using base-ten pieces, number lines, expanded form, and standard form. (Algebra 4) [3.NBT.2, MP2, 4] | | X | X | X | X | | X | X | X | X | | |
| Number 2 | Operations: Understand the meaning of numerical operations and their application for solving problems. | | | | | | | | | | | | |
| | E2* Represent and solve subtraction problems using base-ten pieces and number lines. [3.NBT.2] | | X | X | X | | | | X | | X | | |
| | E3* Subtract multidigit numbers using mental math strategies (e.g., composing and decomposing numbers and counting up). [3.NBT.2, MP2, 6] | | X | | | X | | | X | X | X | | |
| | E4* Subtract multidigit numbers using paper-and-pencil methods (e.g., expanded form and compact). [3.NBT.2, MP2] | | | | | X | | | X | X | X | X | |
| Number 3 | Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates. | | | | | | | | | | | | |
| | E5 Estimate differences using mental math strategies (e.g., rounding using benchmarks, using convenient numbers, composing and decomposing numbers, counting up and counting back). [3.NBT.1, 3.NBT.2, MP2, 6] | | | | | | | | | | | X | X |
| 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. | | | | | | | | | | | | |
| | E6 Solve problems involving time measurements to the nearest minute. [3.MD.1] | X | | | | | X | | | | | | |
| Measurement 2 | Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements. | | | | | | | | | | | | |
| | E7 Write and tell time to the nearest minute. [3.MD.1] | X | | | | | X | | | | | | |

* Denotes Benchmark Expectation

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Math Facts

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|-----------------|--|---|---|---|---|
| Number 3 | Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates. | | | | |
| E8* | Use mental math strategies to subtract for the facts in Groups 1–4. [3.NBT.2] | X | X | | X |
| E9* | Determine the unknown number in an addition or subtraction sentence relating three whole numbers for the facts in Groups 1–4. [Algebra 3] [3.NBT.2] | | | X | |
| E10 | Use fact strategies, drawings, and number sentences to solve word problems involving multiplication facts for the last six facts (4×6 , 4×7 , 4×8 , 6×7 , 6×8 , 7×8). [3.OA.3, 3.OA.7] | | | X | |

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| L1 | TG DPP Item A Subtraction Facts: Groups 1 and 2 |
| L3 | TG DPP Item G Subtraction Facts: Groups 3 and 4 |
| L5 | TG DPP Item P Fact Families: Groups 1–4 |
| L6 | TG DPP Item T Problem Solving: The Last Six Facts |
| L8 | TG DPP Item Y Subtraction Facts Quiz: Groups 1–4 |

Math Practices

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|-------------|---|---|---|
| MPE1 | Know the problem. I read the problem carefully. I know the questions to answer and what information is important. | | X |
| MPE2 | Find a strategy. I choose good tools and an efficient strategy for solving the problem. | 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, 5, 6] | X | X |
| MPE4 | Check my calculations. If I make mistakes, I correct them. | | X |
| MPE5 | Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [MP3 and MP6] | X | X |
| MPE6 | Use labels. I use labels to show what numbers mean. | | X |

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| L7 | SG Addition and Subtraction: Practice and Estimation Check-In: Questions 7-8** |
| L8 | SG Class Party** |

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** Includes Feedback Box