

Unit 9 Key Assessment Opportunities Chart

Taken from *Math Trailblazers*
digital Teacher Guide

Content

Key Ideas in Unit 9

Unit 9 Expectations

L1	SG Kid Fractions Check-In: Q# 7–8
L2	SG Circle Pieces: Red, Pink, Yellow, Blue Check-In: Q# 16–20**
L2	SAB Fractions in Shapes**
L3	SAB Naming Wholes and Parts
L3	TG Parts and Wholes Quiz**
L4	SG Using Fraction Strips Check-In: Q# 6–8**
L4	SAB Fractions on the Number Line**
L5	SAB Many Ways to Show a Fraction
L6	SAB Sharing Pizza Check-In: Q# 5–7
L7	SG Workshop: Fractions Check-In: Q# 3–4
L7	SAB Showing Fractions Self-Check: Q# 1
L7	SAB Fraction Concepts Self-Check: Q# 1

Number 1 Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.

E1*	Represent fractions using objects, area models (e.g., circle pieces, fraction strips, drawings) and number lines. [3.NF.2] [MP 1,2,4,7]	X		X	X	X		X	X			X	
E2*	Use words and numbers to name fractions. [3.NF.1] [MP 1, 2,6]	X		X		X		X				X	
E3*	Recognize that fractional parts of a unit whole may be different shapes but must be the same size. [3.NF.1] [MP 2, 3, 6]			X	X	X	X		X				X
E4*	Recognize that the same fractional parts of different-sized unit wholes are not equal. [4.NF.2] [MP 1,2,3,4]		X			X					X		X
E5*	Identify a fractional part of a set. [4.OA.4]	X		X								X	
E6*	Partition shapes by a given unit fraction. [3.G.2; 3.NF.1]			X	X	X		X	X				X
E7*	Identify the unit whole when given a fractional part of a whole. [4.NF.2, 3]		X	X	X	X							X
E8*	Make connections among representations of fractions including symbols, words, area models, and number lines. [3.NF.2] [MP 1, 2, 4, 5]							X	X			X	X
E9	Find equivalent fractions using models (e.g., circle pieces, fraction strips, number lines, drawings). [3.NF.2]						X	X		X			
E10	Compare and order fractions using area models, number lines, and one-half as a benchmark. [2.NF.2; 3.NF.3] [MP 1,2,3]						X	X		X	X		

* Denotes Benchmark Expectation

** Includes Feedback Box

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Math Facts

		L1 TG DPP Item A Triangle Flash Cards: 2s and 3s			
		L4 TG DPP Item H Strategies for 3s			
		L6 TG DPP Item U Fact Family Quiz for the 2s and 3s			
		L7 TG DPP Item W Quiz on 2s and 3s			
Number 3	Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.				
E11*	Demonstrate fluency with the multiplication facts for the 2s and 3s. (3.OA.7)	X	X		X
E12*	Determine the unknown number in multiplication and division sentences relating three whole numbers for the 2s and 3s. (Algebra 3) (3.OA.4)			X	

Math Practices

		L2 SG Circle Pieces: Red, Pink, Yellow, Blue Check-In: Q# 20**		
		L4 SG Folding Fractions Homework Section Check-In: Q# 8**		
		L6 SAB Sharing Pizza Check-In: Questions 5–7		
MPE1	Know the problem. I read the problem carefully. I know the questions to answer and what information is important. [MPE 1, 2, 4]			X
MPE2	Find a strategy. I choose good tools and an efficient strategy for solving the problem. [MPE 2, 5]	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. [MPE 2, 5]			
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. [MPE 1, 2, 3, 6]	X	X	X
MPE6	Use labels. I use labels to show what numbers mean.			

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