Unit 10 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 10 / Unit 10 Expectations	L1 TG *Making Limeade* **	L2 SG *Operations On A Number Line* Check-In: Q#6–11	L3 SG *Birthday Party* Check-In: Q# 8–10	L4 SG *Money Jar* Check-In: Q# 11–12**	L5 SAB *Buying Giant Gumballs***	L5 TG Home Practice Parts 4–5	L6 SAB *Walking Around Shapes* Self–Check	L6 SAB *Perimeter Page observe*	L6 SAB *Walking Around Hexagons***	L6 TG *Professor Peabody's Shapes* Data	L7 SAB *Delivering Newspapers***
Number 1 — **Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.**											
E1* Identify and extend multiplicative patterns represented in graphs, tables, and number lines. (Algebra 1) [3.OA.9; MP1, 2, 5]		X			X				X	X	X
E2* Represent multiplicative patterns in tables, graphs, and number lines. (Algebra 2) [3.OA.9; MP1, 2, 5]	X				X	X			X	X	X
Number 2 — **Operations: Understand the meaning of numerical operations and their application for solving problems.**											
E3 Multiply and divide using mental math strategies (e.g., reasoning from known facts, repeated addition and subtraction). [3.OA.5, 7; MP2, 7]				X	X				X	X	X
E4 Represent solution strategies for problems involving multiplication (e.g., models, drawings, number lines, tables, number sentences, and graphs). (Algebra 2) [3.OA.1, 3; MP1, 2, 4, 5]	X	X		X	X				X	X	X
E5 Represent solution strategies for problems involving division including interpreting remainders (e.g., models, drawings, number lines, tables, number sentences, and graphs). [3.OA.2, 3; 4.OA.3; MP1, 2, 4, 5]	X		X	X	X				X	X	X
Data 2 — **Data Representation: Select and create appropriate representations, including tables and graphs, for organizing, displaying, and analyzing data.**											
E6* Make a point graph to model real-world situations. (Algebra 2) [5.G.2; MP1, 4]	X				X	X	X		X		
Data 3 — **Data Description: Describe a data set by interpreting graphs, identifying patterns, and using statistical measures, e.g., average and range.**											
E7* Read a table or point graph to find information about a data set. (Algebra 4) [5.G.2.; MP1, 2, 4]	X				X	X	X		X	X	X
Measurement 2 — **Measurement Skills: Use measurement tools, appropriate techniques, and formulas to determine measurements.**											
E8* Measure to the nearest centimeter. [4.MD.1]								X	X		

* Denotes Benchmark Expectation

** Includes Feedback Box

Math Facts

		L1 TG DPP Item A *Triangle Flash Cards: Square Numbers*	L4 TG DPP Item U *Multiplication Quiz: Square Numbers*
Number 3	**Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.**		
E9*	Demonstrate fluency with the multiplication facts for the square numbers. [3.OA.7]	X	X
E10*	Determine the unknown number in a multiplication and division sentence relating three whole numbers for the square numbers. (Algebra 3) [3.OA.4; 3.OA.7]		X

Math Practices

		L1 TG *Making Limeade***	L4 *SG Money Jar* Check-In: Q# 11–12**	L5 SAB *Buying Giant Gumballs***	L6 SAB *Walking Around Hexagons***	L7 SAB *Delivering Newspapers***
MPE1	**Know the problem.** I read the problem carefully. I know the questions to answer and what information is important. [MP1, 2, 6]		X			
MPE2	**Find a strategy.** I choose good tools and an efficient strategy for solving the problem. [MP1, 4, 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. [MP1, 6]	X	X	X	X	X
MPE4	**Check my calculations.** If I make mistakes, I correct them. [MP2, 6]					
MPE5	**Show my work.** I show or tell how I arrived at my answer so someone else can understand my thinking. [MP3, 5, 6]	X	X	X	X	X
MPE6	**Use labels.** I use labels to show what numbers mean. [MP6]		X	X		X

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