

Unit 8 Key Assessment Opportunities Chart

Taken from *Math Trailblazers* digital Teacher Guide

Content

Key Ideas in Unit 8		11	11	12	12	13	13	13	14	15	16	16	16	16	17	17	18	19	19	110	111	111	111	112	
Unit 8 Expectations		TG Examples from Part 1 discussion	SG Fraction Strips Homework Q# 1-7	TG More Fraction Strips observation of Part 4	SG More Fraction Strips Check-In: Q# 14-17	SG Add, Subtract, and Multiply with Fraction Strips Check-In: Q# 8-11	SG Add, Subtract, and Multiply with Fraction Strips Check-In: Q# 19	TG DPP Item 1 Words to Numbers	SG Comparing Fractions Check-In: Q# 17-19	SAB Representing Fractions **	SG Using Circle Pieces Q# 1-5	SG Using Circle Pieces Check-In: Q# 14-19	SG Using Circle Pieces Check-In: Q# 33-34	SG Using Circle Pieces Homework Section	SAB Showing Fractions Self-Check: Q# 1, 16, 23, 32	SAB Showing Fractions Self-Check with Menu	TG Equivalent Fractions Quiz **	SG Comparing Fractions Using $\frac{1}{2}$ Check-In: Q# 22-26	TG Home Practice Part 6	TG Multiply Fractions **	SG Workshop: More Than, Less Than or Equal To Self-Check: Q# 1-5, 16	SG Workshop: More Than, Less Than or Equal To Self-Check: Q# 15**	SAB Ordering Fractions Self-Check: Q# 1	SAB Puzzle Problem **	
Number	Number Sense: Understand the base-ten number system, recognize relationships among quantities and numbers, and represent numbers in multiple ways.																								
1																									
E1*	Represent fractions using area models (circle pieces, fraction strips, drawings) and number lines. [3.NF.2] [MP 1, 2, 4, 7]	X	X						X	X	X				X			X	X	X				X	
E2*	Use words and numbers to name fractions. [3.G.2] [MP 1, 6]	X	X	X	X			X			X			X										X	
E3*	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											
E4*	Identify the unit whole when given a fractional part of a whole. [4.NF.1, 2] [MP 1, 2, 3]										X	X		X											
E5*	Name and represent fractions greater than one as mixed numbers and improper fractions using models (fraction strips, circle pieces, number lines). [3.NF.3C] [MP 1, 2, 4]			X	X	X	X		X					X				X							
E6*	Write number sentences from area models of fractions. [e.g., $\frac{1}{2} = \frac{3}{6}$, $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$, $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$, $\frac{1}{3} \times 3 = 1$]. [Algebra 3] [4.NF.3] [MP 1, 2, 4, 7]				X		X						X		X	X								X	
E7*	Make connections among representations of fractions including symbols, words, area models, and number lines. [4.NF.1, 2] [MP 1, 2, 4, 5]							X						X			X						X		
E8*	Find equivalent fractions using area models (circle pieces, fraction strips, drawings) and multiplication and division strategies. [4.NF.1, 2; 4.NF.4] [MP 1, 3, 5, 7]	X	X	X				X								X				X	X				
E9*	Compare and order fractions using area models, number lines, and one-half as a benchmark. [4.NF.2] [MP 1, 2, 3]	X						X					X			X				X	X	X			
Number	Operations: Understand the meaning of numerical operations and their application for solving problems.																								
2																									
E10*	Add and subtract fractions with like denominators using area models. [4.NF.3] [MP 1, 2, 4, 5]					X							X				X								
E11	Multiply fractions by a whole number [e.g., $\frac{1}{3} \times 3 = 1$, $\frac{2}{3} \times 6 = 1 \frac{2}{3} \times 6 \times 2$]. [Algebra 4] [4.NF.4] [MP 1, 2, 4, 5]						X										X		X						

* Denote Benchmark Expectation

** Includes a Feedback Box

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Math Facts

		L1	L10	L11
Number 3	Computation and Estimation: Use efficient and flexible procedures to compute accurately and make reasonable estimates.	TG DPP Item A Division Facts: 9s	TG DPP Item II Division Quiz: 9s	TG DPP Item KK Fact Family Quiz
E12*	Demonstrate fluency with the division facts for the 9s. [3.OA.7]	X	X	
E13*	Determine the unknown number in a multiplication or division sentence relating three whole numbers for the 9s facts. [3.OA.4]			X

Math Practices

		L11	L12
		SG Workshop: More Than, Less Than, or Equal To Check-In: Q# 15**	SAB Puzzle Problem**
MPE1	Know the problem. I read the problem carefully. I know the questions to answer and what information is important.		
MPE2	Find a strategy. I choose good tools and an efficient strategy for solving the problem. O[MP 4, 5, 7, 8]	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. [MP 6]		X
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. [MP 3, 4, 6]	X	X
MPE6	Use labels. I use labels to show what numbers mean.		

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