

October 4, 2022

8:15 - 10:30 → Science

- [Unit 2 planning](#)
- [Assessment](#)

10:45 - 11:45 ([Scope & Sequence](#))

- [Unpacking standards](#) (3rd & 4th)
 - Review Evidence Statement Text and highlight important points on cell document
 - Review Clarifications and highlight important ideas on cell document
 - Look at IAR sample questions and note commonalities/trends
 - Chart Paper: Work through assessment question- create model student work

11:45 - 12:15 Lunch

12:15 - 12:45 Present findings

12:45 - 1:15

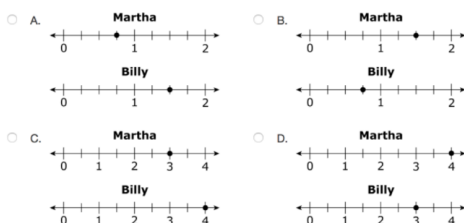
- Unit 3 (overview)
 - [Unit Template](#)
 - [Unit Assessment Rubric](#)
 - Priority Standard: 3.OA.3, 3.OA.8
 - Test question(s): Question 1 (2 part), Question 6
- Unit 4 (overview)
 - [Unit template](#)
 - [Unit 4 Assessment Rubric](#)
 - Priority Standard: 3.NF.2
 - Test question(s): 3
 - Note: Add a question?

0487-M02026

Martha used $\frac{3}{4}$ cup of sauce, and Billy used $\frac{6}{4}$ cups of sauce. They were each supposed to use 1 cup of sauce.

Part A

Which set of number lines show the amount of sauce, in cups, that Martha and Billy used?



Part B

Which statement is correct?

- A. Billy used less sauce than he was supposed to use.
- B. Martha used more sauce than she was supposed to use.
- C. Billy was closer than Martha to using 1 cup of sauce.
- D. Martha was closer than Billy to using 1 cup of sauce.

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- Area model:
 - Denominator represents: Total number of equal parts/pieces in one whole
 - Numerator represents: The number of parts you're looking for
- Number line
 - Denominator represents: The total number of equal parts/spaces in one whole

(distance)

- Numerator represents: The total number of equal spaces from zero (even if number line doesn't show 0)

1:15 - 3:00

- Unit 2 and 3 planning

September 12, 2022

8:15 - 11:15

[Math and Science Teachers Unit 1 planning Assessment](#)

Honors & Instructional Teachers plan out 3I curriculum

11:15 - 11:45 - lunch

11:45 - 12:30

Unit 2 and 3 Essential Standards

Unit 2

| | | |
|-------------------------------|---|---|
| Unit Template | Unit Assessment Rubric Unit Assessment | GO: Evidence statement OR: IAR evidence analysis |
|-------------------------------|---|---|

- In your own words, what are the key takeaways of the unit?
 - Adding and subtracting whole numbers
 - Elapsed time (incorporating addition and subtraction)
 - **Word Problems (two-step) - addition and subtraction.**
 - rounding
- What is/are the most essential standards(s)?
 - **3.MD.1** (Tell time to the nearest minute and solve problems involving elapsed time)
 - **3.NBT.2** (Add and subtract within 1000)
 - **3.OA.8** (Solve two-step word problems with addition and subtraction)
 - **3.NBT.1** (Round to nearest 10 or 100 - 3-digit numbers)
- Unit Assessment questions to mirror:
 - Unfinished learning-[pretest](#)
 - Question 9-Reasoning- recreate a pre and post formative without a reasoning component- Email TEAM when completed 9/26

9 Robbo goes to a stamp show where he can share, buy, and sell stamps.

The first day Robbo starts with 744 stamps. He buys 27 stamps from his friend. He then sells 139 stamps.

Robbo figured his total number of stamps was 578 stamps. His work is below.

Robbo's work

| |
|-------------------|
| $744 - 27 = 717$ |
| $717 - 139 = 578$ |

- Robbo is incorrect.
- Explain Robbo's error. Be sure to include the correct number of stamps in your explanation and show your work.

- What strategies do you expect to see students use? What should students be able to do in order to show mastery of the standard(s)?
 - 3.MD.1- number line
 - 3.NBT.2- number line, place value strategies, expanded form
 - Move away from base ten (pretest, check if they can decompose by place value) → number line
 - Number line (subtraction: counting on)
 - Decomposing (subtraction: decompose minuend/first# and subtrahend/second#)
- Connections to previous learning
 - [Coherence Map](#)
 - [pretest](#)

Unit 3 (next meeting)

| | | |
|-------------------------------|---|---|
| Unit Template | Unit Assessment Rubric Unit Assessment | GO: Evidence statement OR: IAR evidence analysis |
|-------------------------------|---|---|

- In your own words, what are the key takeaways of the unit?
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- What is/are the most important standard(s)?
 - **3.OA.3** (Solve word problems involving \times and \div with equal groups, arrays, and measurement)
 - **3.OA.4** (Determine unknowns in multiplication and division equations)
 - **3.OA.5** (Apply properties to solve problems - commutative and associative)
 - **3.OA.6** (Understand division as unknown factor problems)
 - **3.OA.7** (2,4,8 multiplication and division facts)
 - **3.OA.8** (Solve two-step word problems)
- Unit Assessment questions to mirror
- What strategies do you expect to see students use? What should students be able to do in order to show mastery of the standard(s)?
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- Connections to previous learning
 - [Coherence Map](#)

12:30 - 3:00 - Math mapping and planning units 1 & 2