

## Unit Plan by Prioritized Standards

<b>Content Area</b>	Math
<b>Grade/Course</b>	3rd
<b>Unit of Study</b>	Module 5
<b>Duration of Unit</b>	20 days - Unit 5

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

MGSE3.NF.3 **Explain** equivalence of fractions through reasoning with visual fraction models. **Compare** fractions by reasoning about their size.

- a. Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g.,  $12 = 2/4, 4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
<ol style="list-style-type: none"> <li>1. Be able to interpret a fractional model</li> <li>2. Be able to partition a whole into equal parts</li> <li>3. Recognize and know equivalent fractions</li> <li>4. Compare fractions and whole numbers</li> <li>5. Express whole numbers as fractions</li> <li>6. Compare fractions</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand that the denominator is the number of parts that equals the whole</li> <li>2. Understand that the numerator is the number of parts being identified</li> <li>3. Understand the criteria that makes fractions equivalent (ie <math>\frac{1}{2} = \frac{1}{4}</math>)</li> <li>4. Understand that every whole number can be written as a fractions</li> </ol>	3

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

<ol style="list-style-type: none"> <li>1. Fractional parts are equal shares of a whole.</li> <li>2. When the numerator and denominator are the same number, the fraction equals one whole.</li> <li>3. When the wholes are the same size, the smaller the denominator, the larger the pieces.</li> <li>4. The fraction name (half, third, etc) indicates the number of equal parts in the whole.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a fraction?</li> <li>2. What characteristics have to be met in order to call a part a fraction?</li> <li>3. What does the numerator and denominator represent?</li> <li>4. What do the shaded and non-shaded parts of a whole represent?</li> <li>5. How do we write a fraction that represents a whole?</li> </ol>
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6. What does it mean to have equivalent fractions?
7. How do we determine if fractions are greater than, less than, or equal to another fraction?
8. How do we determine if a fraction is equivalent to  $\frac{1}{2}$ ?
9. How can we use a number line to show fractions?

**Essential Unit Vocabulary**

**Fraction, unit, non unit, half, third, fifths, eighths, whole, equivalent, fractional part, numerator, denominator,**

**Next step, create assessments and engaging learning experiences**