CONNEAUT AREA SCHOOL DISTRICT MATHEMATICS – MODULE ONE		
UNIT OF STUDY: Place Value, Ordering Whole Numbers and Fractions as numbers on the number line	**COURSE/GRADE:** 3	**# WEEKS:** 6

Focus (emphasis) Standards/EC CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	**_Technology/manipulatives_** Study Island; ixl.com; firstinmath.com; youtube.com; studyzone.org; rulers; fraction strips; number lines; place value chart; equivalent fraction bars; foods such as Hershey bars; pattern blocks; place value charts
Important (reinforced) Standards/EC	**_Reading, writing, speaking strategies_** Journaling; think aloud; have students describe situations orally and in writing when they would use fractions in real life; argue what fraction of a Hershey bar they would want given choices such as ½, ¼, 1/6, 1/12; using fractions to divide the class into equal groups
Vocabulary • Numerator • Denominator • Fraction • Equal parts • equivalent fractions • number line • place value • expanded form • word form • associative property • identity property of addition • commutative property of addition • even number; odd number • number pattern • addend; sum • minuend; subtrahend; difference • horizontal; vertical • order of operations • whole number • base ten numerals • digit	**_Questioning and discussion techniques_** Explain why the fractions 3/6 and ½ are equivalent; give examples of whole numbers as fractions; represent the same fraction four different ways using both an illustration and the numerator/denominator; compare and contrast shapes divided into fractions and unequal parts

• estimate • fact family; inverse operations • greater than; less than; equal to • regroup • rounding; rounding rules • equation; expression; number sentence	
Real life application • Connect ¼ to other units such as quarter of a dollar, quarter past noon, four quarts in a gallon equals ¼ gallon, etc. • Relate fractional distance as students are walking down the hallway. Change the denominator each day. Day 1: We are ½ of the way to gym class. Day 2: We are ¾ of the way there. Encourage estimation. Stop when we are 7/8 of the way there. • Relate fractions to measurement on a ruler. • Create paper model strips and fold paper to model fractional lengths. • Passing out supplies, food, etc. in fractions of a set.	*Performance assessment example* Students will divide themselves into equal groups. Each member of the group will write a two-line stanza about fractions and then collaborate with the other members of the group to combine the stanzas in the order they choose to create a poem. Students will identify themselves to the audience as their fraction name (i.e. ¼ reads first, 2/4 reads second, and so on) and read the poem to the other groups. Buckle Down book Lessons 1-6 and Lessons 16-19 Or Crosswalk Coach book Lessons 1-8 and 19-22
Computation • Represent fractions on a number line • Represent and generate equivalent fractions • Compare fractions with the same numerator and denominator • Partition two-dimensional shapes into equal parts • Express the area of a partition as the unit fraction of the whole • Develop and apply number theory concepts to compare quantities and magnitudes of fractions and whole numbers. • Round 2 and 3-digit whole numbers to the nearest 10 or hundred, respectively. • Add 2 and 3-digit whole numbers (limit sums from 100 through 1,000) and/or subtract 2 and 3-digit numbers from 3 digit whole numbers. • Order a set of whole numbers from least to greatest or greatest to least (up through 9,999 and limit sets to no more than four numbers).	*Accommodations/adaptations* Read aloud data; adjust questions; give choices; provide manipulatives; flexible groups; hundreds charts; number lines
SAS Module Resources	