Jefferson City Public Schools–Curriculum

SUBJECT: Elementary

COURSE: EER

STRAND: Unraveling the Mystery of the Moli Stone

Objectives	Assessment/Evaluation	Instructional Activities

(A) Organize information into exhaustive lists and charts to enable them to search for patterns and make generalizations about regrouping two and three-digit numbers
 	
Performance: 1.2, 1.6, 2.1
Knowledge: (CA) 4 (MA) 3,4
CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6)
MAGLE: AR.1.A,B (Gr. 5); DP.1.A (Gr. 3-5); DP.1.C (Gr. 4,5)
NETS: (3-5) 4,8
DOK: 1,2
	Assess using a teacher scoring guide:
	• Check Up #1
	• Journal pages 1 and 2
		• Pre-test
		• The Moli Stone handout
		• The Maneki Neko Bank:
		  • handout
		  • activity sheet
		• Mathematician's Journal Think Deeply Questions #1 and #2

(B) Develop a beginning sense of probability to determine the best strategies for creating greatest or least numbers **Performance: 2.1** **Knowledge: (CA) 4** **CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6)** **MAGLE: DP.1.A (Gr. 3-5); DP.1.C (Gr. 4,5)** **NETS: N/A** **DOK: 2,3**	Journal pages 1 and 2 – assessed using a teacher-created scoring guide	• Play: Card Game Capers • Record keeping sheet • Mathematician's Journal Think Deeply Questions #1 and #2
(C) Determine the best strategies for forming the greatest and least possible two-digit sums and differences and understand the importance of place value in addition and subtraction of two digit numbers **Performance: 1.10, 2.1** **Knowledge: (CA) 4 (MA) 1,5** **CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6)** **MAGLE: NO.1.D(Gr. 5); NO.2.B (Gr. 3)** **NETS: (3-5) 8** **DOK: 1-3**	Assess using a teacher scoring guide: • Check Up #2 • Journal pages 1 and 2	• Play: Some Sum • Some Sum game cards • Mathematician's Journal Think Deeply Questions #1 and #2

Objectives	Assessment/Evaluation	Instructional Activities

(D) Explore the process of addition and subtraction in a base-three number system to gain a deeper insight into the reasons for regrouping in our base ten system
 	
Performance: 2.1
Knowledge: (CA) 4
CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6)
MAGLE: NO.2.B (Gr. 3)
NETS: (3-5) 8
DOK: 1,3
	Assess using a teacher scoring guide:
	• Check Up #3
	• Journal pages 1 and 2
		• Land of Treble Exploration:
		  • Mat
		  • Tiles
		• Mathematician's Journal Think Deeply Questions #1 and #2

(E) Compare and contrast base-ten and base-three systems for similarities and differences
 	
Performance: 1.6, 2.1
Knowledge: (CA) 4 (MA) 5
CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6)
MAGLE: NO.1.C (Gr. 6)
NETS: (3-5) 8
DOK: 1-3
	Assess using a teacher scoring guide:
	• Check Up #4
	• Journal pages 1 and 2
		• Race in Base game
		• Trading Cards for the Race in Base:
		  • Three
		  • Ten
		• Exploration Mat:
		  • for Base Ten
		  • Tiles for Base Ten
		• Mathematician's Journal Think Deeply Questions #1 and #2

(F) Explain how symbols can be used to represent numbers and represent quantities using Egyptian symbols, and then compare and contrast our base-ten system with the Egyptian system
 	
Performance: 1.6, 1.10, 2.1
Knowledge: (CA) 4 (MA) 1,5
CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6)
MAGLE: NO.1.C (Gr. 6); NO.2.B (Gr. 3)
NETS: (3-5) 8
DOK: 1-3
	Journal pages 1 and 2 – assessed using a teacher-created scoring guide	• Egyptian Symbols:
		  • handout
		  • assignment
		• Mathematician's Journal Think Deeply Questions #1 and #2

Objectives	Assessment/Evaluation	Instructional Activities
(G) Understand why a place-value system makes computing with symbols quick and efficient **Performance: 1.10, 2.1** **Knowledge: (CA) 4 (MA) 1,5** **CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6)** **MAGLE: NO.1.A (Gr. 4); NO.2.B (Gr. 3)** **NETS: (3-5) 8** **DOK: 1-3**	Assess using a teacher scoring guide: • Check Up #5 • Journal pages 1 and 2	• Egyptian Sums and Differences • Mathematician's Journal Think Deeply Questions #1 and #2

(H) Gain a deeper understanding of expanded notation as students compare and contrast the base-ten system to the Chinese number system
 	
Performance: 1.6, 1.10, 2.1
Knowledge: (CA) 4 (MA) 1,5
CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6)
MAGLE: NO.1.C (Gr. 6); NO.2.B (Gr. 3)
NETS: (3-5) 8
DOK: 1-3
	Journal pages 1 and 2 – assessed using a teacher – created scoring guide	• A New Discovery handout
		• Numerals:
		  • Hindu-Arabic
		  • Chinese
		• Mathematician's Journal Think Deeply Questions #1 and #2

(I) Synthesize knowledge about place value, including patterns, groupings and symbols, to create a new numeration system **Performance: 1.6, 2.1, 2.3, 4.6** **Knowledge: (CA) 1,4,6 (MA) 5** **CAGLE: W.2.Aa,b; W.2.Ea-f; LS.2.A (Gr. 6)** **MAGLE: NO.1.C (Gr. 6)** **NETS: N/A** **DOK: 1-4**	• Creating Your Own Numeration presentation – assessed using a teacher – created scoring guide • Journal pages 1 and 2 – assessed using a teacher-created scoring guide • Final exam – assessed using a scoring guide	• Comparing Numeration Systems chart • Mathematician's Journal Think Deeply Questions #1 and #2