

<b>Grade 3 Math M-3.1</b>	<b>KAS Standard:</b> Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Interpret products of whole numbers.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> one-to-one correspondence, ability to count objects, use sets to recognize quantities by sight without counting (i.e. groups of 5 or 10), rote counting to 9, understands content specific vocabulary (multiply, product etc), ability to divide objects into equal groups, number recognitions and understanding that numbers can be represented in various forms (e.g., written number, dots, cubes, etc.), know how to use a calculator and manipulatives.		
<b>What will the student be able to do? (student outcomes)</b> Students will be able to represent an equation using manipulatives, or objects to solve the equation. Students will be able to input numbers into a calculator to solve the equation.		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> consider mode of communication, use student's strengths and reinforcer preferences (what motivates him/her?), when designing instruction, provide multiplication chart for checking answer or use calculator, use dot plates to show the number of sets and the total number of objects in all, use skip counting with a partner during instruction, fade with instructor (Teacher: 1 3 5 7 9, Student: 2 4 6 8 10) 1 <sup>st</sup> time take turns saying numbers, 2 <sup>nd</sup> time teacher whispers and student says numbers out loud, 3 <sup>rd</sup> time teacher nods for their number and student says number, touch math to teach sequence counting, instruction using manipulatives, graphic organizers, instruction in touch math.		
<b>What materials will be needed?</b> Calculator, manipulatives, graphic organizer, worksheets, number cards with touch points.		
<b>What will daily checks for understanding look like? (formative assessment)</b>		

**What were the outcomes of your practice test (summative assessment)?**

**Reflections (what worked well, what will you change next time)**

<b>Grade 3 Math M-3.2</b>	<b>KAS Standard:</b> Use place value understanding to round whole numbers to the nearest 10 or 100.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Demonstrate understanding of place value by rounding two digit whole numbers to the nearest 10.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> identify two digit numbers, understand content specific vocabulary (nearest, rounding, etc), count by 10's, understand number families (teens, 20's, 30's...), concept of greater than/less than, order and sequence two digit numbers, numeral identification, linear knowledge of numbers (as in a number line), skip count by 5's, know how to use a number line.		
<b>What will the student be able to do? (student outcomes)</b> Apply knowledge of greater/less than to round numbers to the nearest 10 or 100.		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> use a double number line, decade packets (please clarify), use of math manipulatives (e.g., unifix cubes, math balance/scale), instruction in math symbols (e.g., the shark eats the bigger number), money, time, measurement, teach using a number line, Chutes and Ladders number line for rounding.		
<b>What materials will be needed?</b> Math manipulatives (e.g., number line, unifix cubes, math balance/scale), worksheets, coins, clock, ruler, number line.		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**

<b>Grade 3 Math M-3.3</b>	<b>KAS Standard:</b> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Tell time to the nearest minute and measure time intervals by solving a word problem.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> identify the minute and hour hands on a clock, read time on a digital clock or analog clock, count by ones, fives and tens, tell time to the nearest hour, half hour, quarter hour, 5 minute interval, and 1 minute interval, key vocabulary (understand gain and loss of time), skip counting by 5, basic addition and subtraction skills, basic clock knowledge (clock operates on a 60 minute cycle), understand how time is written (e.g., 5:00, 5 o'clock).		
<b>What will the student be able to do? (student outcomes)</b> Tell time or determine elapsed time based on a starting and ending point to the nearest minute.		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> teach analog and digital, use Judy Clocks, use egg timers, use schedules to measure time intervals. Use multiple real life examples, use of time timers, time number line with time written in multiple formats.		
<b>What materials will be needed?</b> Analog and digital clock, number line, visual timers, schedules, worksheets		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**

<b>Grade 3 Math M-3.4</b>	<b>KAS Standard:</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Generate measurement data by measuring a variety of lengths to the inch or half-inch using standard units of measurement and show the data on a line plot.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> content specific vocabulary (ruler, measure, inch, length, line plot), ability to use a ruler to measure to the nearest inch and half-inch, ability to use a line plot.		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> use a ruler to measure objects of different lengths, compare lengths of different objects, complete line plot.		
<b>What materials will be needed?</b>		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**



<b>Grade 3 Math M-3.5</b>	<b>KAS Standard:</b> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Understand that shapes in different categories may share attributes. Recognize rhombuses, rectangles and squares as examples of quadrilaterals.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> content specific vocabulary (sides, equal, shape, rhombus, square, rectangle, quadrilateral, parallel line, angle), ability to identify shapes, ability to sort and match shapes.		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> use a T graph, utilize structured teaching with sorting, use tangrams (only with shapes of the same category. A square divided by triangles is not what this standard is addressing.), use puzzles, geoboards, associate shapes with real life shapes.		
<b>What materials will be needed?</b>		
<b>What will daily checks for understanding look like? (formative assessment)</b>		

**What were the outcomes of your practice test (summative assessment)?**

**Reflections (what worked well, what will you change next time)**

<b>Grade 3 Math M-3.6</b>	<b>KAS Standard:</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Partition shapes into equal parts and express each part as a unit fraction of the whole.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> understand that equal parts look like central coherence understand parts of a whole, content specific vocabulary (fraction, part, equal), understand that the whole number goes on the bottom (# of parts) and that 1 of those parts equals the unit fraction.		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> naturalistic teaching, use real life objects, use fraction puzzles or forms		
<b>What materials will be needed?</b>		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**