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| Diocese of Wheeling-Charleston | | | |
| CASE Math Unit Planner | | | |
| Name of Teacher: Michele Martin | | Grade Level: 4th | |
| **Domain**: numbers and operations in base ten | | | |
| Estimated Duration of Unit: 3 days | | | |
| Specific **Clusters** Addressed: generalize place value understanding for rounding multi digit whole numbers | | | |
| Teaching Strategies: using number lines, solve and share problems | | | |
| Catholic Identity Connections: Cross Curricular Opportunities | | | |
| Assessment (authentic/published - summative/formative): group participation and formative online quick check | | | |
| **Standards Addressed** | | | |
| Standard Number | **Standards** | | |
| 4.NTB.A.3 | Use place value understanding to round multi digit whole numbers to any place | | |
| ELA.4.W.C10.1 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | | |
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| Description of Activity | | Resources | Date of Completion |
| Begin with Lesson on pg. 23. Share info from number lines. Group practice rounding numbers. | | Envision math book | Day 1 |
| Play toss and talk game with partners. Students match numbers with rounded numbers in the ten and hundred thousands. | | Center games .. envision math book | Day 1 |
| Pumpkins brought in for each group. Descriptive writing about the pumpkin. | | https://www.teacherspayteachers.com/Product/Pumpkins-1521779 | Day 2 |
| Pumpkin seed math, estimate how many seeds in pumpkin. Show guesses in expanded and written forms.  Round numbers to nearsest 10’s, 100’s, 1000’s | | https://www.teacherspayteachers.com/Product/Pumpkins-1521779 | Day 2 |
| Cut open pumpkin. Count seeds in a handful and seeds in entire pumpkin. Compare answers with other groups.  Round all numbers again. | | https://www.teacherspayteachers.com/Product/Pumpkins-1521779 | Day 3 |
| Add to descriptive writing about inside of the pumpkin. | |  | Day 3 |
| Differentiated Instruction Opportunities/Overview: Reteach place value and rounding digits | | | |
| **Mathematical Practice Standards - 8 Progressions** | | | **Check all the Apply** |
| **1** | **Make sense of problems and persevere in solving them.** | | **x** |
| **2** | **Reason abstractly and quantitatively.** | | **x** |
| **3** | **Construct viable arguments and critique the reasoning of others.** | | **x** |
| **4** | **Model with mathematics.** | | **x** |
| **5** | **Use appropriate tools strategically.** | | **x** |
| **6** | **Attend to precision.** | | **x** |
| **7** | **Look for and make use of structure.** | | **x** |
| **8** | **Look for and express regularity in repeated reasoning** | | **x** |
| Summary of unit upon completion | | | |
| The students were able to tie together the counting and estimating of pumpkin seeds along with rounding each number. Writing a description of what each one thought about the pumpkin and after the pumpkin was cut open. | | | |
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