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| Instructions for Using Remote Learning Projects |
| These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.  **Note:**   * 1. The teacher either sends a link to the appropriate project or sends the document itself.   2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).   3. The teacher reassures parents/caregivers that communication will be maintained between home and school.   4. Parents/caregivers may access additional resources at:      + My Learning at Home ([www.edu.gov.mb.ca/k12/mylearning](http://www.edu.gov.mb.ca/k12/mylearning))      + My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html)) |

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| PROJECT OVERVIEW | |
| Grade: | 3 |
| Main Subject: | Mathematics |
| Big Idea: | Numbers to 1000 |
| Title: | INVESTIGATING NUMBERS TO 1000 |
| Strand: | Numbers |
| Duration: | 2 weeks |
| Materials: | See slides |
| Short Description: | This two-week unit focuses on working with numbers up to 1000, specifically counting, number patterns, and estimation of quantities. |

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| Learning Outcomes |
| Mathematics: [www.edu.gov.mb.ca/k12/cur/essentials/docs/glance\_kto9\_math.pdf](http://www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf)  3.N.1, 3.N.3, 3.N.4 |

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| Assessment | | | | | | | | | | | | | |
| LANGUAGE ARTS | | | | | MATHEMATICS | | | SCIENCE | | | SOCIAL STUDIES | | |
| COMP.  Listening &  Viewing | COMP.  Reading | COMM. Speaking & Represent. | COMM. Writing | Critical Thinking | Knowledge  and  Understanding | Mental Math &  Estimation | Problem Solving | Knowledge  and Understanding | Scientific Inquiry Process | Design Process &  Problem Solving | Knowledge  and Understanding | Research  and Communication | Critical Thinking and  Citizenship |
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| Original concept created by: | Lisa Page and Dayna Quinn-LaFleche |

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| Learning Experiences and Assessment |
| Question: Overall |
| Teacher’s instructions  This collection of tasks is designed around the concept of number to 1000, more specifically counting, number patterns, and estimating. Each day represents independent sets of three-part learning experiences that could function effectively as 45 minute to 1 hour session with a combination of synchronous and asynchronous parts, some of which are easily adaptable either way depending on your situation and access to technology and connectivity.  Each day has been divided into three main parts. Each part provides various ways of engaging with the concept and is correlated with the coloured blocks found on slide 7:   1. **Get Ready** begins the experience with an activity meant to activate student thinking and promote rich student discourse. This activity can be delivered prior to the lesson as an asynchronous task so students have time to prepare their thinking. It can also be delivered at the beginning of the synchronous session to help the teacher pre-assess prior knowledge and prime thinking for the upcoming learning experience. 2. **Work It Out** comprises the main learning experience for the day. This is where new content is presented and individual or small-group responses are required. These activities are best completed with students working in pairs or small groups. If your platform allows for breakout rooms, this feature is a good tool that will facilitate student collaboration and discourse. 3. **Look Back** is a final culminating task that provides opportunities to check for student understanding of the concepts, consolidate different solutions, and solve problems. It allows for students to reflect on their learning and make connections.   Step-by-step instructions for students:  These will need to be provided by the teacher in terms of what parts will be student-led and those that will be teacher-led. More detailed instructions for each learning experience are included in the NOTES section under each slide. |

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| APPENDIX (Printable Support Materials Including Assessment) |
| Grade 3: Investigating Numbers to 1000.pptx Grade 3: Investigating Numbers to 1000 Rubric.docx |

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| **Investigating Numbers to 1000 Rubric** | | | | |
| **Student:** | ***Basic descriptors to help guide your formative assessments.*** | | | |
| **Basic descriptors to help guide your formative assessments. Full details of the student achievement profiles can be found here:**  [**Mental Math and Estimation**](https://www.edu.gov.mb.ca/k12/assess/report_cards/grading/docs/mental_math.pdf)  [**Knowledge**](https://www.edu.gov.mb.ca/k12/assess/report_cards/grading/docs/math_knowledge_understanding.pdf) **and Understanding**  [**Problem Solving**](https://www.edu.gov.mb.ca/k12/assess/report_cards/grading/docs/math_problem_solving.pdf) | **Requires considerable ongoing teacher support.** | **Requires occasional teacher or peer support.** | **Accurate, clear, and uses appropriate strategies and procedures. Requires occasional prompting for clarification.** | **Accurate, clear, flexible, consistent, and efficient. Justifies and explains reasoning clearly and completely using accurate math vocabulary.** |
|  | **Limited** | **Basic** | **Good** | **Very Good/Excellent** |
| ***Tracking student data throughout these learning experiences allows the teacher to make an informed assessment  about a student’s level of achievement of these outcomes.*** | | | | |
| **Knowledge and Understanding** | | | | |
| Identify and explain the skip-counting pattern for a number sequence.   * 10s and 100s (from any starting point) * 5s from multiples of 5 * 2s from multiples of 25 * 3s from multiples of 3 * 4s from multiples of 4 |  |  |  |  |
| Compare and order numbers to 1000 |  |  |  |  |
| Demonstrate an understanding of increasing patterns by: describing, extending, comparing, and creating patterns using manipulatives, diagrams, and numbers to 1000. (3.PR.1) |  |  |  |  |
| **Describe and Apply Mental Math and Estimation Strategies** | | | | |
| Adding the same number (skip counting) |  |  |  |  |
| Subtracting the same number (skip counting backwards) |  |  |  |  |
| Adding and subtracting within 1000 |  |  |  |  |
| Estimating amounts up to 1000 |  |  |  |  |
| Represent and describe patterns and relationships using charts and tables |  |  |  |  |
| **Problem Solving** | | | | |
| Solve problems using numbers to 1000 |  |  |  |  |

**Suggested Codes for daily record keeping purposes:**

* I – Knowledge has been demonstrated individually
* H – Used when knowledge has been demonstrated individually, but with help from the teacher or a peer
* G – Used when knowledge has been demonstrated within a group
* X – Used when a question has been attempted but answered incorrectly
* N – Used when a question has not been attempted

Adapted from: Liljedahl, P. (2021). *Building thinking classrooms in mathematics, grades K-12: 14 teaching practices for enhancing learning*. Thousand Oaks, CA: Corwin Press Inc.