Math Data Teams Grade Three: Chapter 1

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| **I Can Statements** |
| * 1.1: I can identify and describe whole-number patterns and solve problems. * 1.2: I can round 2- and 3-digit numbers to the nearest ten or hundred. * 1.3: I can use compatible numbers and rounding to estimate sums * 1.4: I can count by tens and ones, use a number line, make compatible numbers, or use friendly numbers to find sums mentally. * 1.5: I can use the Commutative and Associative Property of Addition to add more than two addends. * 1.6: I can use the break apart strategy to add 3-digit numbers. * 1.7: I can use place value to add 3-digit numbers. * 1.8: I can use compatible numbers and rounding to estimate differences. * 1.9: I can use a number line, friendly numbers, or the break apart strategy to find differences mentally. * 1.10: I can use place value to subtract 3-digit numbers. * 1.11: I can use the combine place values strategy to subtract 3-digit numbers. * 1.12: I can solve addition and subtraction problems by using the strategy *draw a diagram.* |

**Step 1: Pretest**Teachers will administer the Show What You Know prerequisite assessment prior to teaching Lesson 1.1. This assessment will diagnose student needs for small group interventions (Tier 2 and Tier 3) based on prerequisite concepts needed for the chapter. Show What You Know will be administered on Click here to enter a date..

***OPTIONAL:*** Teams will evaluate the chapter posttest before administering as a pretest. Teams may add or delete problems to fit student needs. Pretest will be used for customization of instructional content to optimize the time spend teaching specific objectives in whole group instruction. Pretest will be administered on Click here to enter a date..

**Step 2: Identify Tier 2 + Tier 3 Students (Small Group Instruction Planning) / Whole Group Prerequisite Skills**Review and plan for Tier 2 Think Central small group lessons. Evaluate center and enrich activities.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 |
|  |  |  |  |  |  |  |  |  |

Gaps in prerequisite skills to be addressed Whole Group:

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***OPTIONAL* Step 2.5: Set a Pretest/Posttest SMART Goal and Identify Strengths + Needs**

The percentage of students scoring proficient or higher on the pretest will increase from Click here to enter text.% to Click here to enter text.% measured by the posttest administered on Click here to enter a date.

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| --- | --- |
| **Strengths** |  |
| **Needs/**  **Implications** |  |

***OPTIONAL* Step 3: Planning for Whole Group Instruction Based on Pretest Results**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 |
|  |  |  |  |  |  |  |  |  |

**Step 4: Evaluate Posttest for Mastery**

Identify Daily Math Review Categories + Questions

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| --- | --- | --- | --- |
|  | **Category:** | **Category:** | **Category:** |
| **Question Example** |  |  |  |
| **Key Statement** |  |  |  |