

# Standards-Based Assessment + Instruction

# **Preliminary Planning Sheet**

**Grade 3 - Wild Turkeys** 

# Domain(s)

Operations and Algebraic Thinking

# **Major Underlying Mathematical Concepts**

- Number Sense to 112
- Days of the week
- Multiplication/Addition
- Patterns/Relationships

# **Problem Solving Strategies**

- Model (manipulatives)
- Diagram/Key
- Table
- Graph
- Number line
- Bar graph

# Formal Mathematical Language and Symbolic Notation

- Model
- Diagram/Key
- Table
- Graph
- Bar graph
- Number line
- Per
- Pattern
- Day, week, month
- Monday, Tuesday, Wednesday ...
- Multiple

Standard(s)

3.OA.D.9

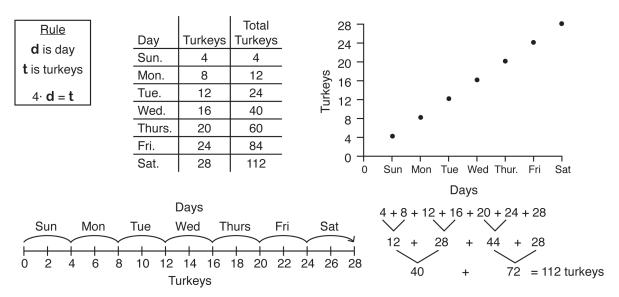
# **Mathematical Practices**

MP.1 MP.3 MP.4 MP.6 MP.7

- Total/Sum
- Amount
- Odd/Even
- Dozen
- Rule:  $4 \cdot D = T$
- Variables
- Axis
- Running total
- Input/Output
- 1st, 2nd, 3rd ...
- More/Less than

# Possible Solution(s)

Colin and Ryan see 28 turkeys on Saturday. They saw 112 turkeys in all.



#### **Possible Connections**

Below are some examples of mathematical connections. Your students may discover some that are not on this list.

- Patterns: Turkeys +4, even multiples
- Colin and Ryan saw a dozen turkeys on Tuesday.
- Pattern continued for 2 weeks or a month.
- Generalize and prove the rule:  $4 \cdot d = T$ , where d is day and T is turkeys.
- Even + Even = Even, so the running total is always an even sum.
- The boys see 24 (2 dozen) more turkeys on Saturday than Sunday.
- Relate to a similar task and state a math link.
- Solve more than one way to verify the answer.