

Jefferson City Public Schools–Curriculum

SUBJECT: Elementary

COURSE: EER

STRAND: Unraveling the Mystery of the Moli Stone

Objectives	Assessment/Evaluation	Instructional Activities
(A) Organize information into exhaustive lists and charts to enable them to search for patterns and make generalizations about regrouping two and three-digit numbers Performance: 1.2, 1.6, 2.1 Knowledge: (CA) 4 (MA) 3,4 CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6) MAGLE: AR.1.A,B (Gr. 5); DP.1.A (Gr. 3-5); DP.1.C (Gr. 4,5) NETS: (3-5) 4,8 DOK: 1,2	Assess using a teacher scoring guide: • Check Up #1 • Journal pages 1 and 2	• Pre-test • The Moli Stone handout • The Maneki Neko Bank: • handout • activity sheet • Mathematician's Journal Think Deeply Questions #1 and #2
(B) Develop a beginning sense of probability to determine the best strategies for creating greatest or least numbers Performance: 2.1 Knowledge: (CA) 4 CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6) MAGLE: DP.1.A (Gr. 3-5); DP.1.C (Gr. 4,5) NETS: N/A DOK: 2,3	Journal pages 1 and 2 – assessed using a teacher-created scoring guide	• Play: Card Game Capers • Record keeping sheet • Mathematician's Journal Think Deeply Questions #1 and #2
(C) Determine the best strategies for forming the greatest and least possible two-digit sums and differences and understand the importance of place value in addition and subtraction of two digit numbers Performance: 1.10, 2.1 Knowledge: (CA) 4 (MA) 1,5 CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6) MAGLE: NO.1.D(Gr. 5); NO.2.B (Gr. 3) NETS: (3-5) 8 DOK: 1-3	Assess using a teacher scoring guide: • Check Up #2 • Journal pages 1 and 2	• Play: Some Sum • Some Sum game cards • Mathematician's Journal Think Deeply Questions #1 and #2

Objectives	Assessment/Evaluation	Instructional Activities
(D) Explore the process of addition and subtraction in a base-three number system to gain a deeper insight into the reasons for regrouping in our base ten system Performance: 2.1 Knowledge: (CA) 4 CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6) MAGLE: NO.2.B (Gr. 3) NETS: (3-5) 8 DOK: 1,3	Assess using a teacher scoring guide: • Check Up #3 • Journal pages 1 and 2	• Land of Treble Exploration: • Mat • Tiles • Mathematician’s Journal Think Deeply Questions #1 and #2
(E) Compare and contrast base-ten and base-three systems for similarities and differences Performance: 1.6, 2.1 Knowledge: (CA) 4 (MA) 5 CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6) MAGLE: NO.1.C (Gr. 6) NETS: (3-5) 8 DOK: 1-3	Assess using a teacher scoring guide: • Check Up #4 • Journal pages 1 and 2	• Race in Base game • Trading Cards for the Race in Base: • Three • Ten • Exploration Mat: • for Base Ten • Tiles for Base Ten • Mathematician’s Journal Think Deeply Questions #1 and #2
(F) Explain how symbols can be used to represent numbers and represent quantities using Egyptian symbols, and then compare and contrast our base-ten system with the Egyptian system Performance: 1.6, 1.10, 2.1 Knowledge: (CA) 4 (MA) 1,5 CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6) MAGLE: NO.1.C (Gr. 6); NO.2.B (Gr. 3) NETS: (3-5) 8 DOK: 1-3	Journal pages 1 and 2 – assessed using a teacher-created scoring guide	• Egyptian Symbols: • handout • assignment • Mathematician’s Journal Think Deeply Questions #1 and #2

Objectives	Assessment/Evaluation	Instructional Activities
(G) Understand why a place-value system makes computing with symbols quick and efficient Performance: 1.10, 2.1 Knowledge: (CA) 4 (MA) 1,5 CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6) MAGLE: NO.1.A (Gr. 4); NO.2.B (Gr. 3) NETS: (3-5) 8 DOK: 1-3	Assess using a teacher scoring guide: • Check Up #5 • Journal pages 1 and 2	• Egyptian Sums and Differences • Mathematician's Journal Think Deeply Questions #1 and #2
(H) Gain a deeper understanding of expanded notation as students compare and contrast the base-ten system to the Chinese number system Performance: 1.6, 1.10, 2.1 Knowledge: (CA) 4 (MA) 1,5 CAGLE: W.2.Aa,b; W.2.Ea-f (Gr. 6) MAGLE: NO.1.C (Gr. 6); NO.2.B (Gr. 3) NETS: (3-5) 8 DOK: 1-3	Journal pages 1 and 2 – assessed using a teacher – created scoring guide	• A New Discovery handout • Numerals: • Hindu-Arabic • Chinese • Mathematician's Journal Think Deeply Questions #1 and #2
(I) Synthesize knowledge about place value, including patterns, groupings and symbols, to create a new numeration system Performance: 1.6, 2.1, 2.3, 4.6 Knowledge: (CA) 1,4,6 (MA) 5 CAGLE: W.2.Aa,b; W.2.Ea-f; LS.2.A (Gr. 6) MAGLE: NO.1.C (Gr. 6) NETS: N/A DOK: 1-4	• Creating Your Own Numeration presentation – assessed using a teacher – created scoring guide • Journal pages 1 and 2 – assessed using a teacher-created scoring guide • Final exam – assessed using a scoring guide	• Comparing Numeration Systems chart • Mathematician's Journal Think Deeply Questions #1 and #2