

# Common Core Math Planning Tool

## Part 1 Overall considerations for this unit

Grade Level:

Planning Team:

What **Domain** of mathematics are you planning for?

|                                   |                                   |                                 |
|-----------------------------------|-----------------------------------|---------------------------------|
| Operations and Algebraic Thinking | Number and Operations in Base Ten | Number and Operations-Fractions |
| Measurement and Data              | Geometry                          |                                 |

What central concepts will you address in this unit?

(**Cluster Heading**- i.e. Gain understanding of Factors and Multiples)

**Using words and pictures**- describe what each of the **Standards** in this cluster means to you.



(Add Sheets as Necessary)

Now that you have set out what you want to teach and how you understand the topic, let's think about how it will matter to your students.

How should the **Math Practice Standards** be a part of this unit for your students? **See Practice Standards**

|                                      |   |
|--------------------------------------|---|
| 1. Make Sense and Persevere          | 2. Reason Abstractly and Quantitatively     |
|                                      |   |
| 3. Construct and Challenge Arguments | 4. Model with Mathematics                   |
|                                      |   |
| 5. Use Appropriate Tools             | 6. Show Clear Precise Thinking              |
|                                      |   |
| 7. Use Pattern and Structure         | 8. Develop General Strategies and Shortcuts |
|                                      |   |

At the end of this unit of study, how will students show their understanding?

What criteria will you use to measure their understanding? Build a rubric to guide your expectations. Begin by describing the standard (meeting) expectation you have for your students.

| Criteria: | 1 Minimal | 2 Approaching | 3 Meeting | 4 Exceeding |
|-----------|-----------|---------------|-----------|-------------|
|           |           |               |           |             |

How will students be involved in assessing their own progress and understanding?

Resources:

Texts, websites, tools, and materials that will matter to this unit: