

Name: _____

RWE Unit 1 Notes to teacher:

1. Start with intro of RWE at the beginning of the unit.
2. Week of topic one, students should complete RWE task one. Could also use social studies time to complete this task. (Formative Assessment)
3. Complete task 2 after teaching topic 2. (Formative Assessment)
4. Complete task 3 after teaching topic 3 and 4. (Formative Assessment)
5. Complete task 4 after teaching topic 4. (Summative Assessment)
6. Complete task 5. (Summative Assessment)

For task 4, the Classmate's route they are using to compare will be provided by the teacher. It will not be an actual Classmate's.

For task 5, the final writing piece could be a list of bullet points, a paragraph, an outline, etc. It does not have to be a formal "essay" and should include information about the mathematical thinking that was used.

The Destination Chart with ideas for trips is included on the attachments on BYOC at the unit level.

Name: _____

Real World Experience: Grade 3 Unit 1

- **Place Value, Rounding, and Adding/Subtracting within 1000**
- **Essential Question: How can rounding mileage help you determine the most efficient route for a vacation?**
- **Scenario: Your family is taking a trip around Illinois and they need your help! You will be your family's trip planner. Your job is to locate 5 various destinations in the state of Illinois. You will plot the destinations on a map and calculate the mileage of the trip. You will create two different routes and determine which route is the most efficient for your family to use!**

Task 1: Make a list of 5 different destinations that you can visit on your family vacation.

Task 2: Construct 2 different routes. Figure out the exact mileage between each destination and round that distance to the nearest ten. Calculate an estimate of the total mileage for each route.

Task 3: Determine which route is the most efficient by showing the differences between your routes. Use mathematical procedures and complete sentences to explain your thinking.

Task 4: Critique a route developed by someone else and provided by the teacher as the most efficient vacation by attempting to find a route with less total mileage.

Task 5: Write an informational piece to a third grader in our state to explain how place value, rounding, adding, and subtracting are real world skills necessary for planning a vacation.

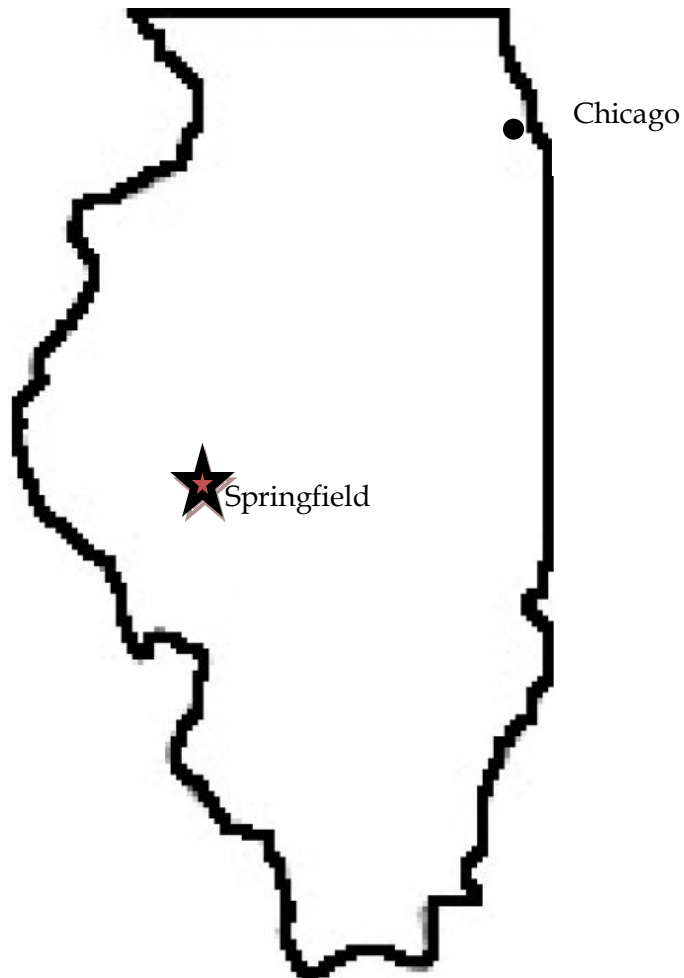


Name: _____

Unit 1: Task 1

Directions: Make a list of 5 different destinations that you can visit on your family vacation. Use the *Illinois Destination Category Table*. Each destination has to be from a different category and city.

Destination	City
1.	
2.	
3.	
4.	
5.	



Name: _____

DIRECTIONS: Construct 2 different routes. Figure out the exact mileage between each destination and round that distance to the nearest ten. Calculate the total exact mileage and the total rounded mileage. Show your work on the back.

Route 1:

Attraction, City	<u>TO</u>	Attraction, City	Mileage:	Mileage Rounded to the Nearest 10:
Home, Woodridge	<u>TO</u>			
	<u>TO</u>			
	<u>TO</u>			
	<u>TO</u>			
	<u>TO</u>			
	<u>TO</u>	Home, Woodridge		
		TOTAL MILEAGE:		

Name: _____

Unit 1: Task 2

ROUTE 2:

Attraction, City	<u>TO</u>	Attraction, City	Mileage:	Mileage Rounded to the Nearest 10:
Home, Woodridge	<u>TO</u>			
	<u>TO</u>			
	<u>TO</u>			
	<u>TO</u>			
	<u>TO</u>			
	<u>TO</u>	Home, Woodridge		
		TOTAL MILEAGE:		

Name: _____

Unit 1: Task 3

DIRECTIONS: Identify which is the shortest route. Use subtraction to compare how much shorter this route is from your other two routes. Use a complete sentence to explain your thinking.

ROUTE:	TOTAL MILEAGE ROUNDED to the NEAREST 10:
Route 1	
Route 2	

WORK SPACE: Use subtraction to compare how much shorter this route is from the other two routes.

EXPLAIN YOUR THINKING: State which route was the most efficient. Explain two strategies that prove your thinking.

Name: _____

Unit 1: Task 4

DIRECTIONS: Critique a route developed by someone else and provided by the teacher as the most efficient vacation by attempting to find a route with less total mileage.

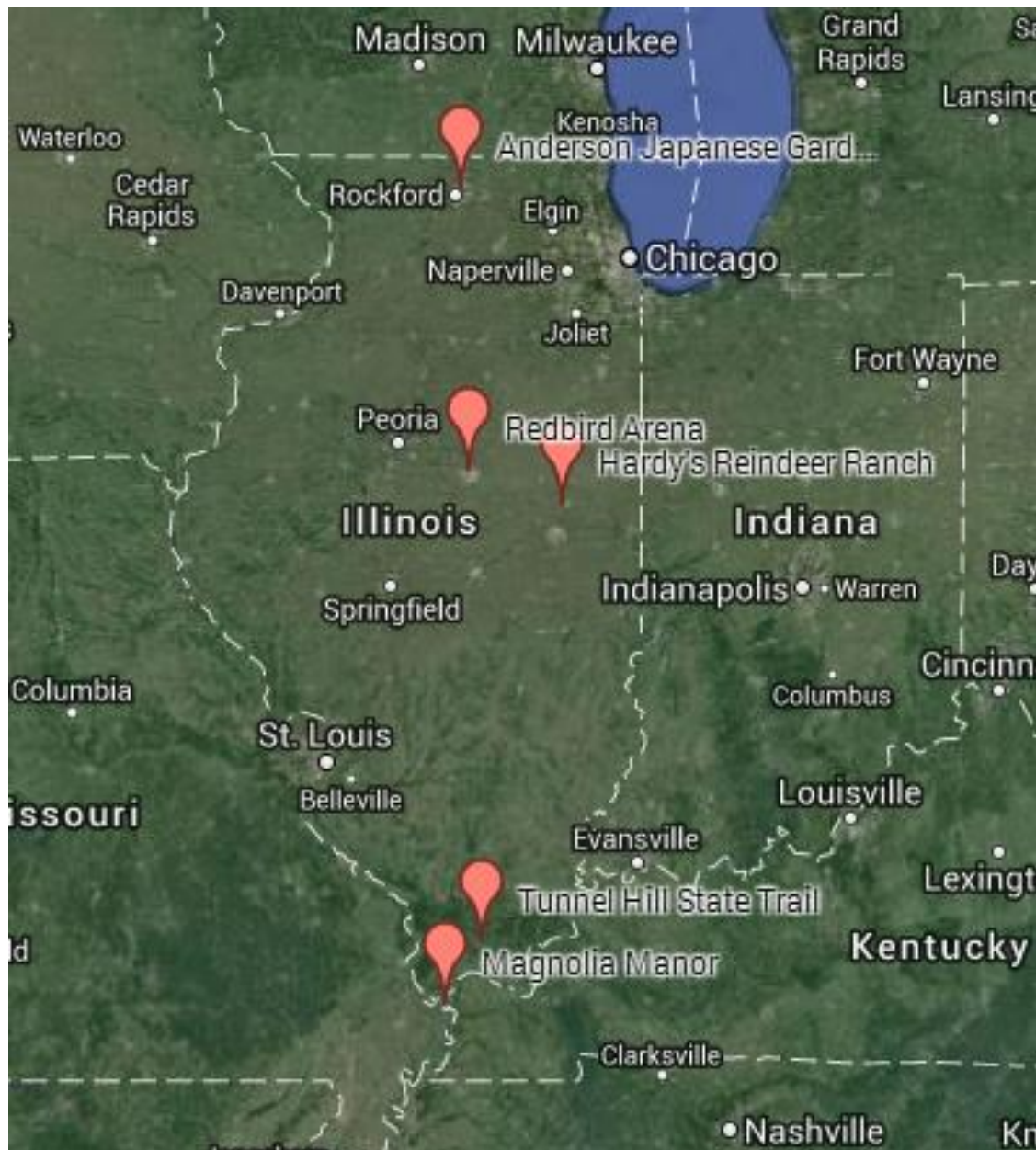
Exact Total Mileage: 1,544

Rounded Total Mileage: 1,550

Teacher's Attractions & Cities
Hardy's Reindeer, Ratoul
Magnolia Manor, Cairo
Anderson Japanese Gardens, Rockford
Red Bird Arena, Normal
Tunnel Hill Trail, Vienna

Attraction, City	<u>TO</u>	Attraction, City	Mileage:	Mileage Rounded to the Nearest 10:
Home, Woodridge	<u>TO</u>	Hardy's Reindeer Ranch, Ratoul	126	130
Ratoul, IL	<u>TO</u>	Magnolia Manor, Cairo	254	250
Cairo, IL	<u>TO</u>	Red Bird Arena, Normal	295	300
Normal, IL	<u>TO</u>	Anderson Japanese Gardens, Rockford	130	130
Rockford, IL	<u>TO</u>	Tunnel Hill Trail, Vienna	391	390
Vienna, IL	<u>TO</u>	Home, Woodridge	348	350
		TOTAL MILEAGE:	1,544	1,550

Name: _____



Name: _____

Unit 1: Task 4

Guided Questions:

1. Were you able to create a more efficient route? YES or NO

2. What did you first look at when evaluating your classmate's route?

3. Explain how you went about trying to make a more efficient route.



Name: _____

Unit 1: Task 5

DIRECTIONS: Write an informational piece to a third grader in our state to explain how place value, rounding, adding, and subtracting are real world skills necessary for planning a vacation.

[illegible]

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Real World Experience Rubric: Grade 3 Unit 1

Power Standard being assessed: CCSS.Math.Content.3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

Extending: All of the proficient *plus*:

- ☐ Exceeds expectations in understanding of the standard
 - Student's mathematical thinking is above grade level.

Meeting:

- ☐ Explained importance of place value when adding and/or subtracting
- ☐ Explained how to round
- ☐ Explained why they rounded
- ☐ Explained why they added or why subtracted
- ☐ Explained how they evaluated the routes
- ☐ Listed the math skills

Developing:

- ☐ Meets 4 out of 6 of the *proficient* criteria

Beginning:

- ☐ Meets fewer than 4 out of the *proficient* criteria
- ☐ Task to be repeated after re-teaching
- ☐ Comments: