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**Sequencing Rationale**

My math curriculum is organized according to the concept-related patterns of logical prerequisite because it provides a way of ordering concepts that makes the most sense for the students.

The first subunit, “Operations and Algebraic Thinking”, because it is the most logical starting point for students to learn about math because they must first represent and solve problems involving multiplication and division. I will start with this because in Grade 2, students found the total number of objects by using rectangular arrays, such as 5 X 5, and wrote equations to represent the sum. This strategy is the foundation for multiplication. The second cluster that I would use is the understanding properties of multiplication and the relationship between multiplication and division. I would do this next because students need to know the relationship between the two, to fully understand the concept of multiplying and dividing. The third cluster that I would use is the multiplying and dividing within 100 because it just focuses on the previous skills that were just learned and it just gives it more meaning. Last one on the operations and algebraic thinking is solving the problems involving the four operations and identifying and explains pattern of arithmetic because this gives student full understanding of which operation to use in any given situation through contextual problems.

The second subunit is the number and operations in base ten. I would use this second because student need to investigate place value before moving into more complex information. Having a strong understanding of place value is essential for developed number sense and the subsequent work that involves round numbers. Student must first get the basic concept down of the number and understand base 10 because you need to know that this concept is involved with the other subunits. Also this subunit will go after multiplication and dividing because it gets students to better understand what each place value means in a multiplication expression.

The third subunit is number and operations-fractions. I would do this third because you just learned previous skills that will lead up to fractions. This is third because when you look at a fraction it’s the same as division. So it comes after the fact that we just learned to divide.

The fourth subunit is measurement and data. I would do this fourth because you are using previous skills that were just learned. In the measurement subunit I want to put solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. I would do this because you need the previous skills of adding, subtracting, multiplying, and dividing. Which were skills just learned. The second cluster I would do is represent and interpret data because in this topic you have to study whole numbers, halves, or quarters. This is what we already studied. The next cluster I would do last in the geometric measurement: Understand concepts of area and relate area to multiplication and to addition. This skill will use multiplication when you can determine the square unit by laying out the unit squares and count how many square units it takes to completely cover the rectangle.

Finally, geometric measurement recognize perimeter as an attribute of plane figures and distinguish between linear and area measures is next. This is next because we just figured out that’s how we find the perimeter of a rectangle so we extend that concept and start finding rectangular shaped objects in their environment.

The last domain I will teach in the curriculum is geometry. This is last because all of the information leads up to this concept. Students have experiences with informal reasoning about particular shapes through sorting and classifying using geometric attributes. Students have built and drawn shapes given the number of faces, number of angles, and number of sides.