


3rd Grade Math Curriculum Bundle # 5

Title		Suggested Dates
Weight/ Capacity/ Volume/ Length		November 16 - December 4 (12 days)

Big Idea/Enduring Understanding	Guiding Questions
How to apply measurement skills in various situations.	Why is it important to identify the best unit of measure? How are various measuring tools used? How can knowing how to measure improve your life?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above) Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
<p>3.11 The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language, to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.</p> <p>3.11 D Identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • use concrete models to approximate weights/mass of objects with labels o beans - approximately an ounce (customary unit) o penny - approximately a gram (SI metric unit) • measure weight/mass using concrete models that approximate standard units • identifies when to use weight/mass in a real life situation (ex: a penny is about a _____) • students need extensive experience using a variety of scales 	<p><i>Teacher Note: There is not an Investigations Unit with this bundle.</i></p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 18 Lessons 3 and 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Weight in Customary Units #12 What is the Best Weight #13 Order the Customary Units #14 Estimating Weight #15 Mass in the Metric System #16 What's the Approximate Mass #17 A Lot of Mass #18 Mass Measure #19 Do You Know Your Measures #20</p>

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			<p><u>Kamico</u> Great Weight Debate page 237</p>
<p>3.11 The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language, to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.</p> <p>3.11E Identify concrete models that approximate standard units for capacity and use them to measure capacity</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identify tools (customary and metric) to measure capacity • approximates measurement before actually measures • identifies when to use capacity in a real life situation (ex: a large cardboard carton of milk is about a _____) • Make sure the students clearly have benchmarks established so they can make judgments of other items against that benchmark 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 18 Lessons 2 and 4</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Capacity in Customary Units #21 Capacity Conversion Unit #22 Is Your Capacity More or Less Than #23 Metric Capacity #24 How Many Liters Or Milliliters #25 Liters or Milliliters #26</p> <p><u>Kamico</u> Capacity Mastery page 242</p>

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<p>3.11 The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language, to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.</p> <p>3.11F Use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figures</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • Volume is taught concretely only – it is not necessary teach the formula. • Concept could be tested as a pictorial representation. 	<p>Including but not limited to</p> <ul style="list-style-type: none"> • explores by building 3-dimensional objects shapes and filling them with cubes (rectangular prisms including square prisms-cubes) • appropriately labels approximate volume as cubic units • connect concrete models to pictorial models and determines volume visually by counting and conceptualizing layers of cubes 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 18 Lesson 1</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Volume Vocabulary #27 Exploring Volume #28 Find the Volume #29 Volume Match #30</p> <p><u>Kamico</u> Volume Control page 247</p> <p><u>Navigating Through Measurement</u> Building Boxes pg. 77-82 Sizing Up Funny Shapes pg 89-92</p>
<p>3.11 The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language, to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.</p> <p>3.11A Use linear measurement tools to estimate and measure lengths using standard Units</p> <p>Note: Length will continue in bundle 6. Address the measurement of length only. Other measurement will be addressed in another bundle.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identifies tools and units to measures length • customary (in, ft, yd, mi) and metric (cm, m, km) • estimates lengths prior to measuring • demonstrates measurement using a variety of different units and tools • measure using different starting point on measuring tools • recognize the difference between standard and nonstandard units • Make sure the students clearly have benchmarks established so they can make judgments of other items against that benchmark. For example: If the student knows that from any door handle to the floor is about 1 yard, then I can use that measurement to determine lengths of other objects. 	<p><u>Math Investigations</u> <u>Perimeters, Areas, and Angles</u> Unit 4</p> <p>Investigation 1 Session 1 pages 22-28</p> <p><u>Surveys and Line Plots</u> Unit 2</p> <p>Investigation 3 Sessions 1 – 2 pages 124-139</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 16 Lessons 1 – 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Measuring Length in Inches #95 Measuring Length in Centimeters #96 How Long is a Yard #98 Formula Card Rulers #99 Guess the Length #100</p> <p><u>Kamico</u> Measurement Treasure Hunt Page 216</p>
<p>3.15 The student communicates about Grade 3 mathematics using informal language.</p>	<p>Including but not limited to:</p>		<p><u>Small Group Lessons/Centers</u></p>

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3.15A Explain and record observations using objects, words, pictures, numbers, and technology.	<ul style="list-style-type: none">• compare units of measure• find how many smaller units equal larger units		<u>Region 4: Making Connections with Measurement</u> Page 86 – 96 (capacity) Page 97 – 109 (mass & weight)
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