3rd Grade Math Curriculum Bundle # 6

Title	Suggested Dates
Length/ Perimeter	December 7 – December 18 (10 days)

Big Idea/Enduring Understanding	Guiding Questions
How to apply measurement skills in various situations.	What types of benchmarks can we use to help us measure? What units of measurement are used for length and perimeter? How do we apply our knowledge of measurement to everyday 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 resources.** District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
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. 3.11A Use linear measurement tools to estimate and measure lengths using standard Units Note: Address the measurement of length only. Other measurement will be addressed in another bundle.	Including but not limited to • 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.	**Math Investigations** Perimeters, Areas, and Angles Unit 4 Investigation 1 Session 1 pages 22-28 Surveys and Line Plots Unit 2 Investigation 3 Sessions 1 – 2 pages 124-139	**Whole Group Lesson** Envision Topic 16 Lessons 1 – 5 **Small Group Lesson/ Centers** AIRR Measuring Length in Inches #95 Measuring Length in Centimeters #96 How Long is a Yard #98 Formula Card Rulers #99 Guess the Length #100 Kamico Measurement Treasure Hunt Page 216

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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. 3.11B Use standard units to find the perimeter of a shape. Note: Address the measurement of perimeter only. Other measurement will be addressed in another bundle.	Including but not limited to • identifies the correct tools to determine perimeter • identifies correct labels using standard units - linear measure • customary and metric • identifies when to use perimeter in real life situations (ex: lace needed to go around the edge of the rectangular table cloth) • verbally describes how to calculate the perimeter of a given object • calculates perimeter of a shape when given a pictorial model or concrete shape • Make sure students have many opportunities to actually measure with a ruler both centimeters and inches. • Make sure students understand that measurements are usually estimates because of human error.	Perimeters, Areas, and Angles Unit 4 Investigation 1 Sessions 2 - 4 pages 29-49 Teacher Note: Omit Activity 3 in Session 3	**Whole Group Lesson** Envision Topic 17 Lessons 1 – 2 **Small Group Lesson/ Centers** AIRR Around the Rim #101 Draw the Shapes #102 Kamico Paper Perimeter Page 222