CONNEAUT AREA SCHOOL DISTRICT MATHEMATICS – MODULE SIX		
UNIT OF STUDY: Problem Solving with Mass, Time, Capacity, Length and Money	**COURSE/GRADE:** 3	**# WEEKS:** 5

Focus (emphasis) Standards/EC CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.	***Technology/manipulatives*** Study Island; ixl.com; firstinmath.com; youtube.com; studyzone.org; money; measuring cups; scale; thermometers; rulers; yardsticks; meter sticks; Judy clocks; geoboards
Important (reinforced) Standards/EC CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.4 Solve problems involving the four operations and identify and explain patterns in arithmetic.	***Reading, writing, speaking strategies*** Journaling; think aloud; have students describe situations orally and in writing when they would use benchmarks in real life measurement
Vocabulary • Liquid Volume • Mass • Length • elapsed time • analog; digital • Minute; hour • coin values • capacity • inches; feet; yards • millimeter; centimeter; meter • cups; pints; quarts; gallons • liter; milliliter • ounces; pounds; grams; kilograms • a.m.; p.m. • scale	***Questioning and discussion techniques*** When can you estimate measurement and when do you need an exact measurement?; Demonstrate different ways to show the same amount of money using coins/dollar bills and different ways to give the correct amount of change; Discuss when you would need to know the area and/or perimeter of an object in real life; Relate likely times to daily activities (likely to have breakfast at 8 a.m, 12 a.m., or 8 p.m.). Visualize and then illustrate a weather scene based on a given temperature. Estimate the length of time it would take to complete given activities.

Real life application • Estimate the temperature at recess • Estimate the liquid volume of a carton of milk • Estimate then measure exactly the length of a classroom • Estimate the mass of your backpack • Calculate the elapsed time taken to write your spelling words four times each. • Estimate the amount of money needed to purchase a given list of school supplies; calculate change. • Measure the area/perimeter of classroom, gym, playground, cafeteria, etc.	***Performance assessment example*** Students will write about a time they went on a vacation (such as cross country or day trip) and estimate the elapsed time spent traveling and the distance traveled. Explain the project to an audience. Summative from Buckle Down book Lessons 20, 21, 22, and 23 Or Crosswalk Coach book Lessons 23, 24, 25, 26, 27, 32
Computation • Determine or calculate time and elapsed time; skip count on a number line. • Add, subtract, multiply and divide to solve one-step word problems involving masses, liquid volumes, money and standard units. • Compare total values of combinations of coins and/or dollar bills less than $5.00. • Make change for an amount up to $5.00 with no more than $2.00 change. • Round amounts of money to the nearest dollar. • Solve real-world and mathematical problems involving perimeters of polygons including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.	***Accommodations/adaptations*** Read aloud data; adjust questions; give choices; provide manipulatives; flexible groups
SAS Module Resources	