Trimester	Unit Title	Recommended Instructional Days
3	**Measurement**	**4 - 7 days**

Domain: Measurement

Strand:

K.M.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.M.A.2 Directly compare two objects with a measurable attribute in common, to see what object has "more of" / "less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller / shorter.*

K.M.B.3 Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.

Major Cluster **Supporting Cluster** **Additional Cluster** **Climate Change Opportunity**

Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance Based Assessments

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reason of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Questions:
Lesson 1: How can you measure and compare length?
Lesson 2: How can you compare the weights of two objects?
Lesson 3: How can you describe several measurable attributes of a single object?
Lesson 4: How can you compare the volumes of objects
K.M.B.3: How do we identify the value of different coins and bills?

Essential Understandings:
1. Measure and compare length.
2. Compare the weights of two objects.
3. Describe several ways to measure one object.
4. Compare the volumes of objects.
K.M.B.3: ◊Money is measurable. There are special objects called coins and dollar bills, and these objects have value in the form of money.
◊Differentiate between various U.S. coins, understanding the values of pennies, nickels, dimes, quarters, and the one-dollar bill.

Vocabulary:
- longer
- shorter
- taller
- length
- measure
- heavier
- lighter
- weight
- height
- volume
- more
- less
- penny
- nickel
- dime
- quarter
- one dollar bill

Suggested Activity Description:
Playful engagement, Active Child, Daily calendar routine, Whole group mini-lesson, Small group explorations, Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLS, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

K.M.B.3: Provide students with different coins. Instruct students to sort the coins into the appropriate groups based on their values.

Interdisciplinary Connections:

Science:
(Lesson 19.2)
Materials: identical empty paper cups, water, marbles, cotton balls, sand, and other materials, each labeled with the name of the material
1. Explain that scientists measure different attributes of materials to see how they are related. Children will compare the other materials to water. Have them take turns holding a cup of a material and a cup of water to compare their weights.
2. On the board, make two lists: Heavier than Water and Lighter than Water. As each child makes a comparison, write the results in the correct list.

(Lesson 19.4)
Materials: clear cups, containers in different sizes and shapes, water, drawing paper, crayons
1. Have pairs or small groups of children fill a clear cup with water and draw a picture to record what they see. Have them explore what happens to the water when they pour it into other containers that are different sizes and shapes. Have them draw pictures.
2. Ask children to share their drawings and talk about their observations. Discuss the idea that a liquid can change the way it looks in different containers; it takes the shape of the container it is in.

Social Studies:
(Lesson 19.2)
1. Discuss how trucks travel all over our country, bringing food to stores and restaurants. Tell children that two trucks of the same size are carrying different kinds of food. They will need to decide which truck has the heavier load.

Truck 1	Truck 2	Heavier Load
bags of raw rice	bags of rice cakes	
boxes of fresh spinach	boxes of oranges	
sacks of fresh corn	sacks of corn flakes	

2. Have children explain how they decided which load was heavier. Let children suggest loads for the trucks so the class can decide which load is heavier.

(Lesson 19.4)
Materials: apple juice containers in different sizes

1. Apples are grown in every state in the continental United States. Some apples are handpicked and sold in stores. Some apples are made into apple juice and applesauce.
2. Display the different-size containers of apple juice that consumers may buy, from juice boxes to gallon jugs. Have children choose any two containers and guess which holds more and which holds less.

Language Arts:
1. Hippo and Fox Sort Socks - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Group work/stations where classmates are included.

Social and Emotional Learning: ***Competencies***	**Social and Emotional Learning:** ***Sub-Competencies***
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	• Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. •Develop, implement, and model effective problem solving and critical thinking skills.
Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	**Benchmarks & Summative Assessments:** Chapter/Unit Assessments • Standardized Tests • Project-based Assessments

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments
Supplemental Resources			
Technology: • Chromebooks • Online math manipulatives **Other:** • Google Classroom, Google Meets,Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			
Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

	format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	and/or rubric.	

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s):** Critical Thinking and Problem Solving	
	Core Ideas:	**With a growth mindset, failure is an important part of success**
	Performance Expectation/s:	**9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas**
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community member and employee. **Attend to financial well-being.** **Consider the environmental, social and economic impacts of decisions.** **Demonstrate creativity and innovation.** **Utilize critical thinking to make sense of problems and persevere in solving them.** **Model integrity, ethical leadership and effective management.** **Plan education and career paths aligned to personal goals.** **Use technology to enhance productivity, increase collaboration and communicate effectively.** **Work productively in teams while using cultural/global competence.**	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	**X**	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*