








Trimester	Unit Title	Recommended Instructional Days
3	Measurement	10-12 days
Domain: Data Literacy; Number and Operations - Fractions; Measurement		
<p><i>Strand:</i></p> <p> 3.DL.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p> <p> 3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p> 3.M.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Clarification: “Measure and estimate liquid volumes and masses” excludes compound units such as cm^3 and finding the geometric volume of a container. “Multiplying to solve one-step word problems” excludes multiplicative comparison problems (problems involving “times as much”).)</p> <p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Major Cluster</div> <div style="text-align: center;"> Supporting Cluster</div> <div style="text-align: center;"> Additional Cluster</div> <div style="text-align: center;"> Climate Change Opportunity</div> </div>		
Mathematical Practices:		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments</p> <ol style="list-style-type: none"> 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 13.1: How precisely can we measure an inch?

Lesson 13.2: How are cups, pints, quarts, and gallons related?

Lesson 13.3: How do we identify the best unit to use when measuring or estimating liquid volume?

Lesson 13.4: How do we identify the best unit to use when measuring or estimating weight?

Lesson 13.5: How do we identify the best unit to use when measuring or estimating mass?

Lesson 13.6: How do we measure temperature?

Lesson 13.7: How can you use models to solve liquid volume and mass problems?

Essential Understandings:

Lesson 13.1: Using standard tools and units helps us measure length accurately.

Lesson 13.2: Knowing how cups, pints, quarts, and gallons connect helps us understand and change between different liquid measurements.

Lesson 13.3: Choosing the right unit for liquid volume depends on the size of what we're measuring, making sure we measure it correctly.

Lesson 13.4: Picking the right unit for weight depends on how heavy something is, helping us measure it accurately.

Lesson 13.5: The best unit for mass depends on the object's size, helping us measure it easily and correctly.

Lesson 13.6: Temperature is measured in degrees with a thermometer. Fahrenheit (°F) is the customary scale and Celsius (°C) is the metric scale.

Lesson 13.7: Models help us see and solve problems with liquid volume and mass by giving us a clear picture of what we're working with.

Vocabulary:

- line plot
- capacity
- cup (c)
- gallon (gal)
- pint (pt)
- quart (qt)
- liquid volume
- liter (L)
- milliliter (mL)
- ounce (oz)
- pound (lb)
- weight

- gram (g)
- kilogram (kg)
- mass
- Celcius (°C)
- Fahrenheit (°F)

Suggested Activity Description:

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

Interdisciplinary Connections:

Science:

1. UNLOCK the Problem section on TB pages 641-642.
2. Problem #7 on TB page 663.
3. Problem #8 on TB page 663.

Language Arts:

1. Problem #10 on TB page 641.
2. Problem #10 on TB page 652.
3. Problem #8 on TB page 657.
4. Problem #7 on TB page 669.

Physical Education:

1. Problem #11 on TB page 656.

Spot Light On: *Seek multiple perspectives and different answers to questions.*

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
<p>SEL Competencies:</p> <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
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 <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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 <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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 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.	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 and/or rubric.	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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Work Productively in Teams	
	Core Ideas:	Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.
	Performance Expectation/s:	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
	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.	

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