Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 3* / Grade 3 (Math Regional Curriculum)

Wednesday, September 26, 2012, 2:56PM

Standard/Module: Proficiency in measurement and data 3.MD.4 (Week 32, 8 Weeks)

Stage 1: Desired Results

Standards Focus

- Supporting (20%) connects with 3.MD.3

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Measurement & Data

3.MD Represent and interpret data.

- 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.

Enduring Understandings	Essential Questions
1. Know how to use a ruler for linear measure	1. What tool would you use for linear measurement?
2. Understanding of graphing (parts of a graph) and line plots	2. What is the length of a given object?
3. Fractions for half and quarter	3. Why would you use a line plot?
	4. What information will you need to create a line plot?
	5. Where does a quarter inch fall on your ruler?
	6. Where does a half inch fall on your ruler?

Critical Content

Measurement data

Length

Rulers marked with halves, and fourths of an inch

Line plot with horizontal scale, whole numbers, halves, quarters

Skills	Vocabulary
Generate data by measuring	Tier 2: generate, length, ruler, halves, quarter
Measure using a ruler to inch, half inch and quarter	

inch Show data by making a line plot with horizontal scale	Tier 3: line plot, inch, horizontal scale

Stage 2: Assessment Evidence

Assessments

Measuring Objects in Our Classroom
Formative: Performance: Skill Demonstration

Students measure specified objects around the classroom and record their lengths.

Stage 3: Learning Plan

Learning Activities	Resources
Students create their own rulers using a rectangle and drawing in the tick marks and writing in the halves and fourths. Students use their rulers to measure different objects and recording the lengths in halves and fourths.	www.illuminations.nctm.com www.illustrativemathematics.org

Differentiation Opportunities

If this activity is too difficult for students, provide them with a rectangle that is pre-marked with tick marks may help students with the evenly spaced marks and more accurate measurement. It is preferred not to make the marks for the students, however, as it provides an experience with equal spacing that students often overlook on a pre-made ruler.

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