

NOT SO WIMPY

UNIT 8:

MEASUREMENT

3RD GRADE MATH CURRICULUM

25 DAYS OF LESSON PLANS,
POWERPOINTS, PROBLEM SETS,
EXIT TICKETS, ASSESSMENTS,
GAMES, TASK CARDS & MORE!



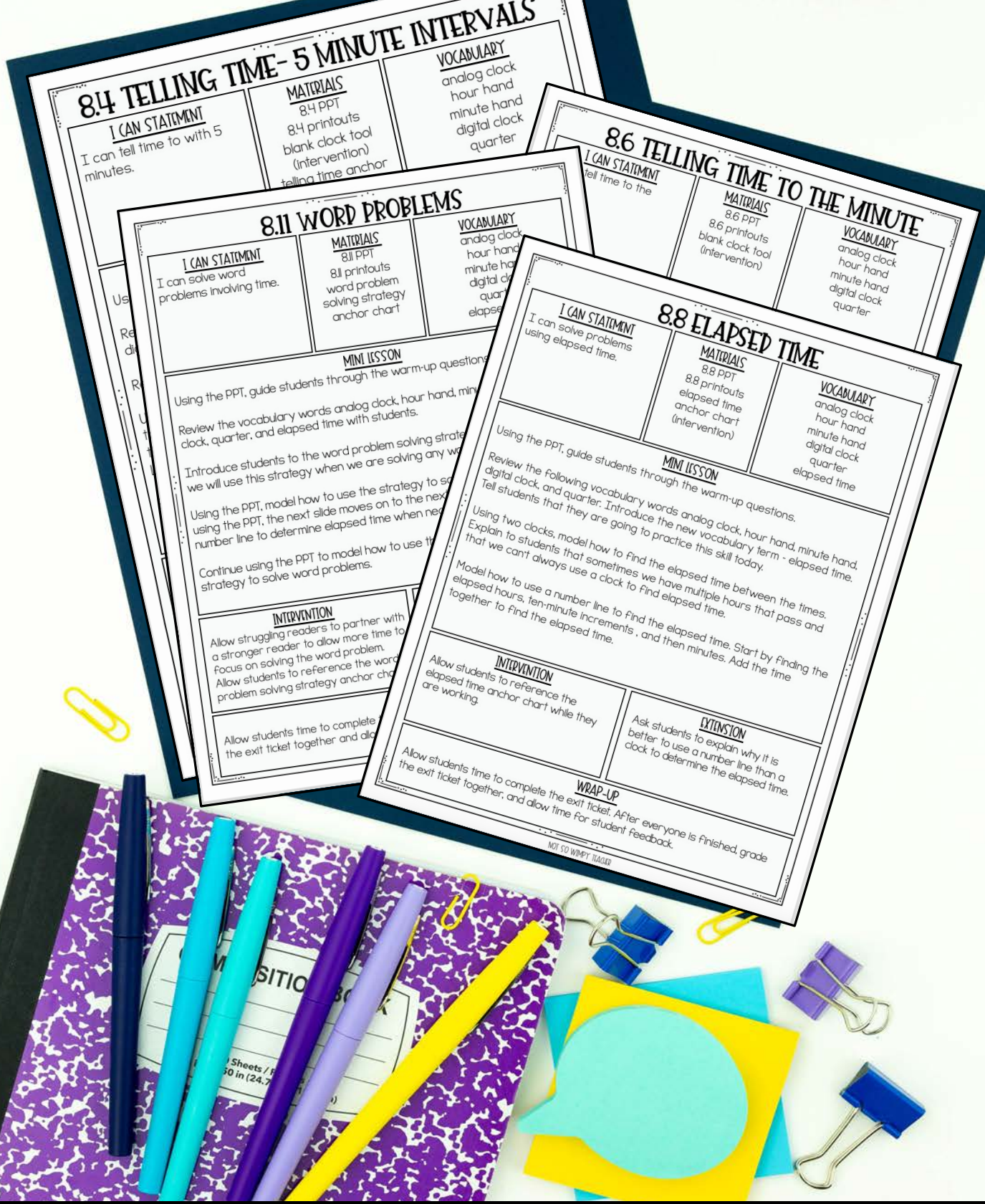
UNIT 8: MEASUREMENT at a glance

Day 1 Pre-assessment and Telling Time to the Half Hour	Day 2 Telling Time to the Quarter Hour	Day 3 Telling Time to the Quarter Hour	Day 4 Telling Time to the Five Minutes	Day 5 Telling Time to the Five Minutes
Day 6 Telling Time to the Minute	Day 7 Telling Time to the Minute	Day 8 Elapsed Time	Day 9 Elapsed Time	Day 10 Elapsed Time
Day 11 Telling Time Word Problems	Day 12 Telling Time Word Problems	Day 13 Telling Time Word Problems	Day 14 Review Day	Day 15 Measuring Mass with Kilograms and Grams
Day 16 Measuring Mass with Kilograms and Grams	Day 17 Measuring Volume with Liters and Milliliters	Day 18 Measuring Volume with Liters and Milliliters	Day 19 Mass and Volume Word Problems	Day 20 Mass and Volume Word Problems
Day 21 Measurement to the Nearest Inch	Day 22 Measurement to the Nearest Half Inch	Day 23 Measurement to the Nearest Quarter Inch	Day 24 Review Day	Day 25 Assessment

THIS UNIT COVERS THE FOLLOWING COMMON CORE MATH STANDARDS: 3.MD.A.1, 3.MD.A.2, and 3.MD.B.4

Notes:

Includes a pacing guide to see all
four weeks at a glance



INCLUDES 27 DAYS OF WHOLE GROUP LESSON PLANS!

8.13 MEET THE TEACHER

MATERIALS FOR TEACHER: journal page for self and students, scissors.

MATERIALS FOR STUDENTS: scissors, glue, pencils, journals

APPROACHING Model how to quickly cut and glue the journal students show you they can do the same use. Complete the journal page with students.

ON TRACK Model how to quickly cut and glue the journal students show you they can do the same. Scaffold the journal page by comparing students and then letting them work on their own.

MASTERCED Model how to quickly cut and glue the journal students show you they can do the same. Ask students to solve the problem and review their answers with their partner.

NOTES:

NOT SO WIMPY TEACHER

8.16 MEET THE TEACHER

MATERIALS FOR TEACHER: whiteboard, marker, eraser, 3 classroom items, scale or balance

MATERIALS FOR STUDENTS: whiteboards, markers, erasers

APPROACHING Choose 3 classroom objects that would be measured in the same unit of measurement. Have students list the items from the least to greatest mass. Then, measure the mass of three classroom objects with students and write the mass of each item. Have the students list the items from least to greatest mass under their original guesses. Then, place the objects in order from least to greatest mass and let the students check their work. Ask students to solve problems involving the mass of the items. For example, how much greater is the mass of the stapler than the tape dispenser?

ON TRACK Place three classroom objects in front of the students. Ask them to guess the order of the objects from least to greatest mass and write it on their whiteboards. Ask students to measure each object using a scale or a balance and write the masses down on your board. Have students list the objects from least to greatest mass under their original guesses. Check work with students. Ask students to solve problems involving the mass of the items. For example, how much greater is the mass of the stapler than the tape dispenser?

MASTERCED Pair the students. Have them choose 3 objects that would be measured in the same unit. Have them list these objects from least to greatest mass on their whiteboards. Then, have the students measure the mass of the objects and list them in order from least to greatest. When pairs are finished, have them write and solve 2 equations involving the mass of the items. For example, how much greater is the mass of the stapler than the tape dispenser?

NOTES: If you do not have scales or balances, there are many online resources that have simple ways to make scales and balances using classroom objects. Or, you can have look up the average mass for the objects you chose.

NOT SO WIMPY TEACHER



INCLUDES SMALL GROUP/ MEET WITH TEACHER LESSON PLANS

Name: _____

Unit 8 Lesson 1 Problem Set

Directions: On the lines below, write the times shown on the clocks.

Name: _____


Unit 8 Lesson 8 Homework


Directions: Use the number line to help you determine the elapsed time.

Name: _____

Unit 8 Lesson 10 Problem Set

Directions: Use the number line to help you determine the elapsed time.

1.  Elapsed time: _____

2.  Elapsed time: _____

3. Find the elapsed time from 11:32 to 1:43.


4. Find the elapsed time from 7:49 to 9:36.


5. Find the elapsed time from 3:20 to 7:30.


Name: _____


Unit 8 Lesson 5 Homework

Directions: On the lines below, write the times shown on the clocks.


1.  _____


2.  _____


3.  _____


4.  _____


Directions: Draw the hands on the clocks to represent the times shown.


5.  1:25

6.  3:05

7.  9:40

8.  _____

9.  _____

10.  _____

Name: _____

Unit 8 Lesson 3 Exit Ticket

Directions: For questions 1 and 2, write the times on the lines below. For questions 3 and 4, draw the hands on the clocks to show the given times.

Name: _____

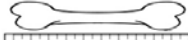
Unit 8 Lesson 6 Exit Ticket

Directions: For questions 1-2, write the times on the lines below. For questions 3-4, draw the hands on the clocks to show the given times.

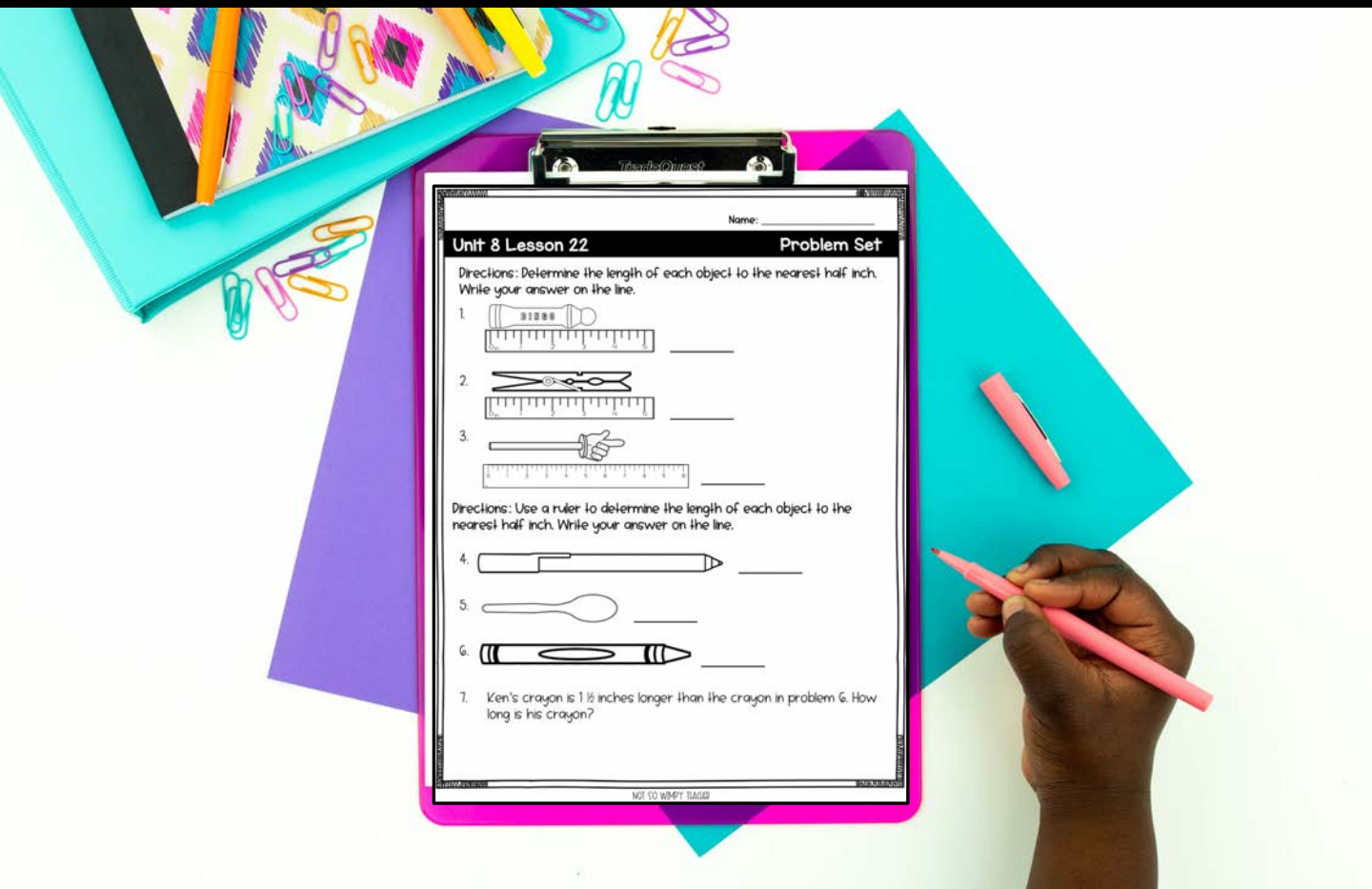
Name: _____

Unit 8 Lesson 23 Exit Ticket

Directions: Determine the length of the object to the nearest quarter inch.

1.  _____


INCLUDES PROBLEM SETS, HOMEWORK, AND EXIT TICKETS FOR EACH DAY





Name: _____

Unit 8 Lesson 22 Problem Set


Directions: Determine the length of each object to the nearest half inch. Write your answer on the line.


1.  _____


2.  _____

3.  _____

Directions: Use a ruler to determine the length of each object to the nearest half inch. Write your answer on the line.

4.  _____

5.  _____

6.  _____

7. Ken's crayon is $1\frac{1}{2}$ inches longer than the crayon in problem 6. How long is his crayon?

8.11 Word Problems

Fact Fluency

I can solve word

Word Problems

$$80 \div 8 =$$

Vocabulary Review:

Analog clock: shows time with a minute hand and an hour hand

Word Problems

Vocabulary:

Word Problems

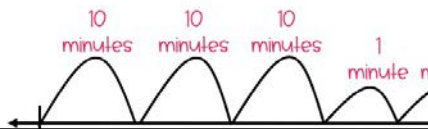
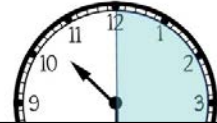
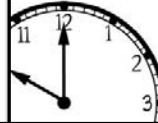
Time: the amount of time that passes from one time to another

Step 4:

WRITE

Write your answer in a complete sentence.

Gerald left for school at 7:12. He arrived at school at 7:44. How long did it take Gerald to get to school?



Centers

Exit Ticket

Directions: Use the word problem solving strategy to solve each problem.

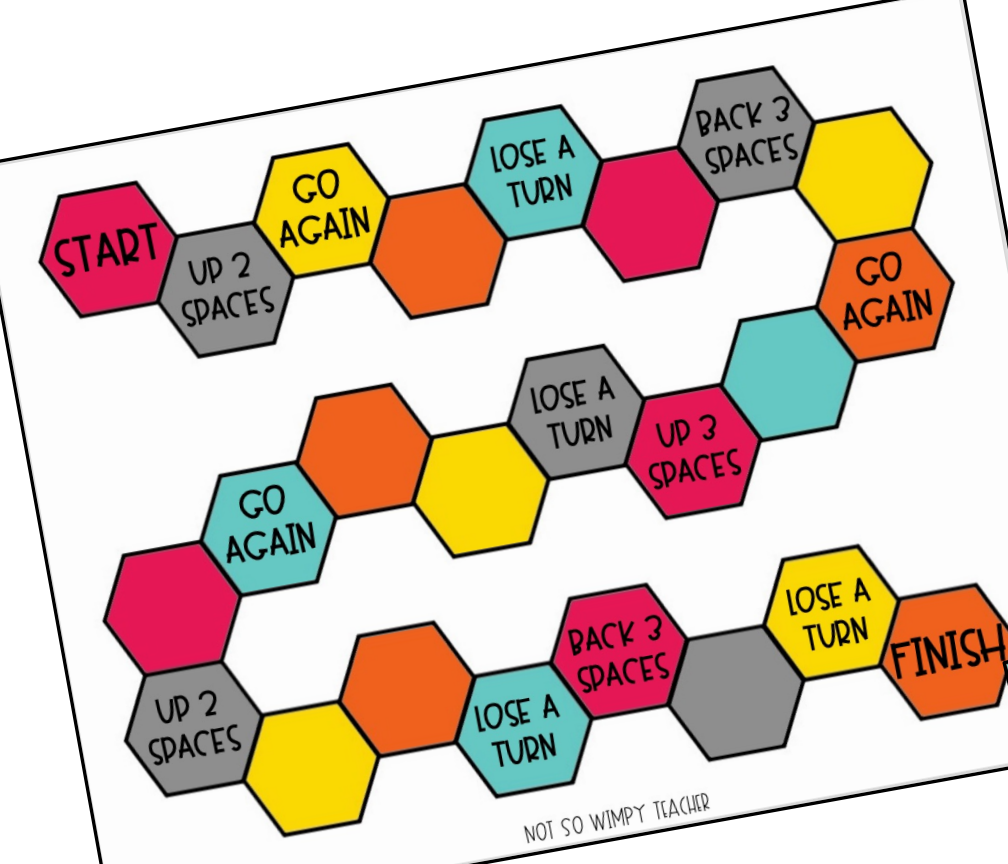
- Breakfast at school starts at 8:15. The students eat breakfast until 8:45. How long is breakfast?
- Jessenia's flight left at 9:05. It arrived at the time shown on the clock. How long was the flight?



MON.	TUES.	WED.	THURS.
Meet the Teacher	Independent	Meet the Teacher	Independent
Technology	Math Facts	Technology	Math Facts
Independent	Meet the Teacher	Independent	Meet the Teacher
Math Facts	Technology	Math Facts	Technology
Technology	Math Facts	Technology	Math Facts
Meet the Teacher	Independent	Meet the Teacher	Independent
Math Facts	Technology	Math Facts	Technology
Independent	Meet the Teacher	Independent	Meet the Teacher

NOT SO WIMPY TEACHER

INCLUDES DAILY POWERPOINTS FOR TEACHING MATH SKILLS.



NOT SO WIMPY TEACHER

CARD 20:
Find the elapsed time from 1:17 to 2:34.

CARD 4:
The skating party starts at 7:00. Everyone skates for 35 minutes. What time do they stop skating?

CARD 1:
Determine the time shown on the clock.

a game and scoot are included for the end of unit review

MEASUREMENT Name: _____

Directions: Read each card and record your answer in the box.

2.	3.	4.
6.	7.	8.
10.	11.	12.
14.	15.	16.
18.	19.	20.
22.	23.	24.

Should the object be measured in grams or kilograms?

Determine the length of the object to the nearest quarter inch.

Determine the volume.

FINDING ELAPSED TIME

STEP 1: Add hours.

STEP 2: Add 10-minute intervals.

STEP 3: Add single minutes.

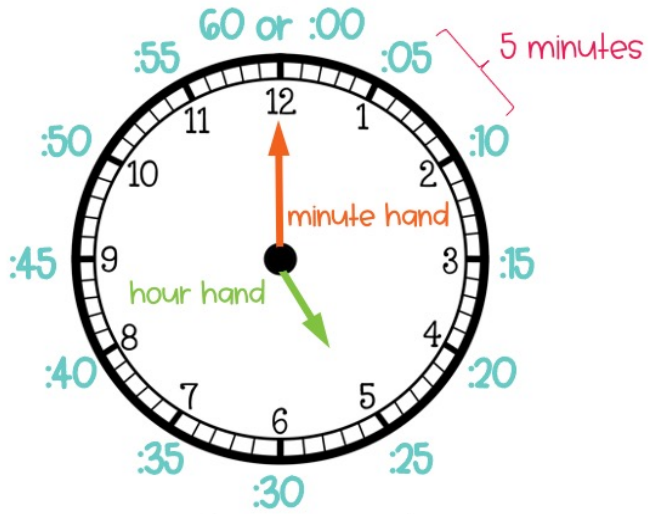
STEP 4: Add all together.



3 hours + 20 minutes + 5 minutes

NOT SO WIMPY TEACHER

TELLING TIME



NOT SO WIMPY TEACHER

FOR USE WITH LESSONS 81-84

VOCABULARY CARDS AND ANCHOR CHARTS
FOR TEACHER AND STUDENTS TO
REFERENCE THROUGHOUT THE UNIT

RULER



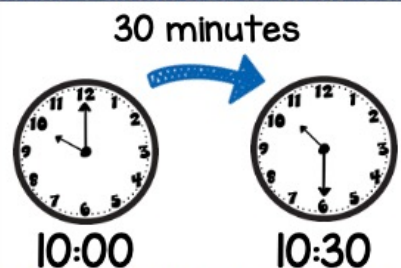
KILOGRAM

a unit of measure used to determine mass



ELAPSED TIME

the amount of time that passes from one time to another.



NOT SO WIMPY TEACHER

8.22 NEAREST HALF INCH

I CAN STATEMENT

I can measure to the nearest half inch using a ruler.

MATERIALS

8.22 PPT
8.22 printouts
ruler

VOCABULARY

ruler
inch

MINI LESSON

Using the PPT, guide students through the warm-up questions.

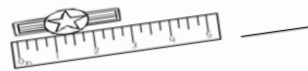
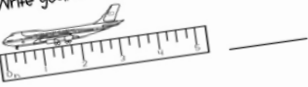
Review the vocabulary words ruler and inch.

Using the PPT, review how to place the object at the first mark on the ruler. Then, tell students that today we are going to be measuring to the closest half inch.

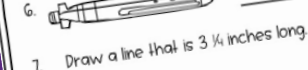
Using the PPT, model how to determine where the half inch mark is between each inch. Then, model how to determine the length of objects to the nearest

Lesson 23

Directions: Determine the length of each object to the nearest quarter inch. Write your answer on the line.

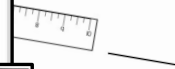
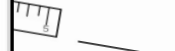


Directions: Use a ruler to determine the length of each object to the nearest quarter inch. Write your answer on the line.



7. Draw a line that is $3\frac{1}{4}$ inches long.

Directions: Determine the length of each object to the nearest inch. Write your answer on the line.



Directions: Determine the length of each object to the nearest inch. Write your answer on the line.

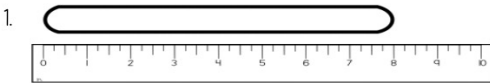


Directions: Draw a line that is 3 inches long.

Unit 8 Lesson 21

Exit Ticket

Directions: Determine the length of the object to the nearest inch.



Directions: Use a ruler to find the length of the object to the nearest inch.



MILLILITER AND LITER

Volume: the amount of space an object takes up

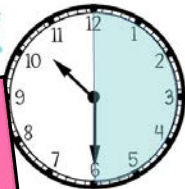
Milliliter

ELAPSED TIME

Elapsed time is the amount of time that passes between two events.



30 Minutes



DIGITAL CLOCK



MILLILITER

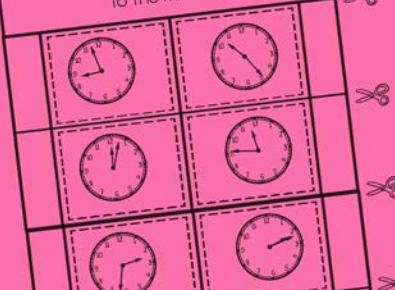
a unit of measure used to determine volume



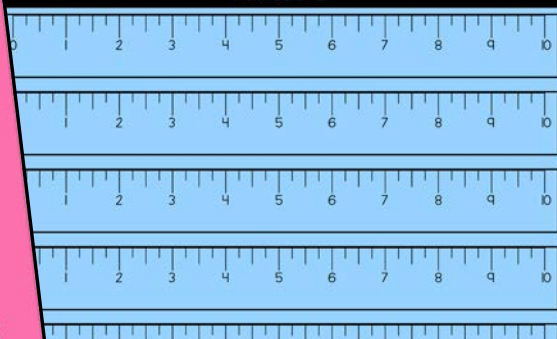
Directions: Cut along the scissor lines. Glue the flaps into a journal. Write each time under the flap of the clock it represents.

TELLING TIME

to the minute



Rulers



MEASUREMENT

NAME:	MEASUREMENT		
OBJECT:	INCH	HALF INCH	QUARTER INCH

MEASUREMENT

NAME:	MEASUREMENT		
OBJECT:	INCH	HALF INCH	QUARTER INCH

MEASUREMENT

each day of math is fully planned for you with all the tools you'll need!