

	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a>	Activities	Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a>	Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhenberg.kyschools.us/?q=node/61">www.muhenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a>	Literacy/Reading in the Content <a href="#">Literacy Ideas</a>	Formative/ Summative Assessment F –Formative S-Summative <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a>	Differentiation n T-Task S-Special Needs G-Gifted/Accel. <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a> <a href="#">MAP Site</a> <a href="#">Reading</a> <a href="#">Differentiation K-5</a>	Technology <a href="#">50 Ideas</a>  Resources- Text, sites,...
1	I can measure lengths using a ruler marked with halves and fourths of an inch (3.MD.4)  EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?	"How Big is a Foot? (flashdrive with books) <a href="http://www.georgiastandards.org">www.georgiastandards.org</a> Lesson: "Inch by Inch" pg.42-44 in Unit 6  Math Measurement Assignment (measuring around the room)  Measurement Activity (scanned document)	Halves, fourths, length, inch, width, height, whole numbers	Vocabulary Notebook KWL on measurement Venn Diagram: Standard vs. Non-Standard  Rank Order Ladder (scanned document)	Interactive Word Wall	s-Common Assessment f-Math Journal pg 58 #1	Skills Group	<a href="http://www.funbrain.com/measurement/index.html">http://www.funbrain.com/measurement/index.html</a>  <a href="http://www.sophia.org">www.sophia.org</a> -How to use a Ruler <a href="http://www.abcya.com">www.abcya.com</a> -Online measuring with movable ruler <a href="http://www.worksheetuniverse.com">www.worksheetuniverse.com</a> -Let's Think About Rulers <a href="http://www.brainpopjr.com">www.brainpopjr.com</a> -measurement
2	I can use measurement data to	Measurement	Line plot,	Vocabulary Notebook	Interactive Word Wall	s-Common	Skills Group	

	<p>create a horizontal line plot showing whole numbers, halves, and quarters (3.MD.4)</p> <p>EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?</p>	<p>Activity (scanned document) -Measuring Strips Line Plot</p> <p><a href="http://www.k-5mathteachingresources.com/support-files/measuring">www.k-5mathteachingresources.com/support-files/measuring</a></p> <p>-Line Plots/Session 2 Interactive activity to make a line plot <a href="http://www.learner.org/courses/learning/math/data/session2/part_b/index.html">www.learner.org/courses/learning/math/data/session2/part_b/index.html</a></p> <p>Create Line Plots <a href="http://www.to14.com">www.to14.com</a> (enter line plots) Line Plots: Frogs in Flight <a href="http://www.nsa.gov/academic/=files/collected_learning/elementary/data_analysis/line">www.nsa.gov/academic/=files/collected_learning/elementary/data_analysis/line</a></p>	<p>horizontal, vertical, halves, quarters, whole numbers</p>			<p>Assessment</p>		
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3	<p>I can find and count the area of a plane figure divided into square units (3.MD.6)</p> <p>EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?</p>	<p>Everyday Math Lesson 3.7, 3.8 Practice pages on <a href="http://www.superteacherworksheets.com">www.superteacherworksheets.com</a></p>	<p>Area, square units, plane figure, whole numbers</p>	<p>Vocabulary Notebook</p>	<p>Interactive Word Wall</p>	<p>S-Common Assessment f-Math Journal pg 74 #1-3 f-Math Journal pg 77 #2</p>	<p>Skills Group</p>	
4	<p>I can find the area by multiplying the length x width (ex: l x w) (3.MD.7)</p> <p>EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?</p>		<p>Length, width, area, multiply, formula: length x width (l x w)</p>	<p>Vocabulary Notebook</p>	<p>Interactive Word Wall</p>	<p>s-Common Assessment</p>	<p>Skills Group</p>	
5	<p>I can find the area of a rectangle by using the distributive property</p> <p>EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?</p>		<p>Distributive property, area, rectangle, square feet, square yards</p>	<p>Vocabulary Notebook</p>	<p>Interactive Word Wall</p>	<p>s-Common Assessment</p>	<p>Skills Group</p>	
6	<p>I can decompose a rectilinear (rectangular) figure to find the total area</p> <p>EQ: Why does "what" we</p>		<p>Decompose, rectilinear (rectangular), area, square feet, square</p>	<p>Vocabulary Notebook</p>	<p>Interactive Word Wall</p>	<p>s-Common Assessment</p>	<p>Skills Group</p>	

	measure influence "how" we measure? Why display data in different ways?		yards					
7	I can solve real world problems involving the perimeter of a polygon EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?		Perimeter, polygon	Vocabulary Notebook	Interactive Word Wall	s-Common Assessment f-Math Journal pg 63	Skills Group	United Streaming: Maths Mansion show 31
8	I can create rectangles with the same perimeter and different areas/same area and different perimeters  EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?		Rectangles, perimeter, area	Vocabulary Notebook	Interactive Word Wall	s-Common Assessment f-Math Journal pg 63 f-Writing /Reasoning Math Box pg 73 #2	Skills Group	iPad App: My Ruler
9	I can tell and write time to the nearest minute and measure time intervals in minutes.  EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?	<a href="http://www.georgiastandards.org">www.georgiastandards.org</a> -TV time and Time to Get Clean <a href="http://www.georgiastandards.org">www.georgiastandards.org</a> - Daily Schedule						

1 0	<p>I can measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).</p> <p>EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?</p>							
1 1	<p>I can add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p> <p>EQ: Why does "what" we measure influence "how" we measure? Why display data in different ways?</p>							