

**Hardin County Schools Combined Curriculum Guide
Mathematics -- Third Grade – Measurement
DRAFT**

Big Idea	MEASUREMENT			
Academic Expectations	2.10 Students understand measurement concepts and use measurements appropriately and accurately. 2.11 Students understand mathematical change concepts and use them appropriately and accurately.			
POS Understandings	MA-P-M-U-1 Students will understand that measurable attributes of objects and the units, systems and processes of measurement are powerful tools for making sense of the world around them.	9 Weeks Taught	<div style="display: flex; justify-content: space-around;"> 1 2 3 4 </div>	
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
MA-P-M-S-MPA2 Students will use nonstandard units to measure and compare the length, weight, area or volume of familiar objects. MA-P-M-S-MPA5 Students will sort/classify or compare and order objects by shape, size and color (e.g., attribute blocks). MA-P-M-S-MPA8 Students will identify, compare and order amounts of money using coins and bills and use correct symbols for money. MA-P-M-S-MPA10 Students will relate time to daily activities, tell time to the hour, half-hour, quarter-hour, five minutes and one minute and determine elapsed time.		MA-EP-2.1.1 <u>First, second and third 9 wks.</u> Students will apply standard units to measure length (to the nearest half-inch or the nearest centimeter) and to determine: <ul style="list-style-type: none"> • weight (nearest pound); • time (nearest quarter hour); and • money (identify coins and bills by value) and • temperature (Fahrenheit). <p style="text-align: center;">DOK 1</p>	I can identify the value of coins and bills. I can tell time to the nearest quarter hour. I can weigh objects to the nearest pound. <u>Third nine weeks</u>	Measurement Money Penny Dime Nickel Quarter Dollar bills \$ ¢ Hour Half Hour Quarter Hour Pound (3 rd 9 wks)
Strategies & Activities		Resources	Common Assessments	
		Essential Questions	Higher Order Questions	

**Hardin County Schools Combined Curriculum Guide
Mathematics -- Third Grade – Measurement
DRAFT**

		<p><i>MA-EP-2.2.1 First, second and third 9 wks. Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).</i></p> <p><i>MA-EP-2.2.3 Second and third 9 wks. Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).</i></p>	<p>I can describe, define and give examples of length (in inches and centimeters), time and money.</p> <p>I can describe, define and give examples of weight to solve math and real life problems. <i>3rd 9 wks.</i></p> <p>I can use measurements of length, time and money to solve real world problems.</p> <p>I can convert measures of time.</p> <p>I can convert dollars and cents.</p> <p>I can convert ounces to pounds. <i>3rd 9 wks.</i></p> <p>I can convert inches to feet. <i>3rd 9 wks.</i></p>	<p>Hour Minute Second Day Month Week</p>
Strategies & Activities		Resources	Common Assessments	
How do You Measure a Dad? -- p. 161 (Exploring Mathematics through Literature, NCTM publication)				
		Essential Questions	Higher Order Questions	
		<p>What if we didn't have standard units of measure? How do you measure temperature? How do you measure length? How do you measure amounts of money?</p>	<p>How many different ways can you make 20 cents? I am a coin with a building on me. What might I be? Which would you like better – 20 degrees Celsius or 20 degrees Fahrenheit? Can you find something that is as long as you are tall? (from <i>Good Questions for Math Teaching</i> by Sullivan and Lilburn)</p>	

**Hardin County Schools Combined Curriculum Guide
Mathematics -- Third Grade – Measurement
DRAFT**

POS Understandings	MA-P-M-U-3 Students will understand that for each situation, there is an appropriate degree of accuracy in measurement.		9 Weeks Taught	1	2	3	4
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary			
<p>MA-P-M-S-MPA6 Students will estimate weight, length, perimeter, area, angle and time using appropriate units of measurement.</p> <p>MA-P-M-S-MPA9 Students will combine coins and bills to make a given amount and make change up to a dollar.</p>		<p><i>MA-EP-2.1.4 First, second and third 9 Weeks</i> <i>Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.</i></p> <p><i>MA-EP-2.2.2 Second 9 weeks</i> <i>Students will determine elapsed time by half hours.</i></p>	<p>I can determine appropriate unit of measurement for specific situations. <u>Third 9 wks.</u></p> <p>I</p> <p>I can determine elapsed time by half hours.</p>				
Strategies & Activities		Resources	Common Assessments				
		Essential Questions	Higher Order Questions				