3rd Grade

MEASUREMENT

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Whole Class Lessons and Guided Math Groups
Active Engagement and Games
Intervention and Enrichment
Exit Tickets

I Plan ~ You Teach

Helping you live your life
AND
be the math teacher that gets results

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Click the links for Lesson Plans that align with TEXAS TEKS!

- 2nd Grade Math Lesson Plans
- 3rd Grade Math Lesson Plans
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I SEE YOU~

- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

I SEE YOU~
SACRIFICING your time with your family and friends
to ensure success for ALL of OUR Children.

Want to know when sales are happening? Click links to follow

Measurement

Name	1	2	3	4	5	6	7	8

Name _____ Measurement

LT	Statement	1	2	3	4	Evidence
1	I can determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.					
2	I can decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.					
3	I can determine the perimeter of a polygon					
4	I can determine the missing length when given perimeter and remaining side lengths in problems.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Name _____ Measurement

LT	Statement	1	2	3	4	Evidence
5	I can determine the solutions to problems involving addition of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.					
6	I can determine the solutions to problems involving subtraction of time intervals in minutes using pictorial models or tools such as a 30-minute event minus a 15-minute event equals 15 minutes.					
7	I can Determine when it is appropriate to use measurements of liquid volume (capacity) or weight.					
8	I can determine liquid volume (capacity) or weight using appropriate units and tools.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 3.6C	Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.	Determine the area of rectangles with whole number side lengths	• Recognize the dimensions of a rectangle presented in a diagram • Understand how to determine area of a rectangle by multiplying the number of rows times the number • Understand the meaning of the phrase, "The rest of the model will also be divided into squares of the same size." • Determine the area of a rectangle • Determine the areas of a set of rectangles	• Use models to determine the formulas for the perimeter of a rectangle (l + w + l + w or 2l +2w), including the special form for perimeter of a square (4s) and the area of a rectangle (l x w).
2 3.6D	Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.	Decompose composite figures to determine the area of the original figure	• Recognize the dimensions of a figure presented in a diagram Understand the meaning of the key defining each square as 1 square foot • Understand how to decompose a composite figure into non-overlapping rectangles • Understand how to determine area of a rectangle by multiplying the number of rows times the number of square units in each row • Understand how to determine the area of a composite figure by adding the areas of each decomposed part • Determine the area of a composite figure presented in a pictorial model	

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
3 3.7B	Determine the perimeter of a polygon	Determine the perimeter of a polygon	• Understand how to calculate the perimeter of a composite figure as the sum of all outer side lengths • Understand that congruent figures have side lengths that are equal • Determine the perimeter of a two-dimensional composite figure • Understand how to calculate the perimeter of a polygon as the sum of all side lengths • Determine the perimeter of two-dimensional figures	• Solve problems that deal with measurements of length using addition, subtraction, multiplication, or division as appropriate. • Use models to determine the formulas for the perimeter of a rectangle (l + w + l + w or 2l +2w), including the special form for perimeter of a square (4s).
4 3.7B	Determine the missing length when given perimeter and remaining side lengths in problems.	Determine the missing length when given perimeter and remaining side lengths in problems.	• Know the amount of sides for a geometric figure. • Understand how to determine the side length of a geometric figure by dividing the perimeter by the number of sides • Understand how to determine a missing side length of a polygon by calculating the difference between the perimeter and the sum of the known side lengths • Determine the unknown side length of a polygon when given the perimeter and the remaining side lengths	

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
5 3.7C	Determine the solutions to problems involving addition of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.	Determine the solutions to problems involving addition and subtraction of time intervals in minutes	• Understand how to read the time on an analog clock • Understand how to determine an end time when given a start time and intervals of time passed • Determine an end time when given a start time and intervals of time passed • Understand how to determine an end time when given a start time and intervals of time passed using a number line model	• Solve problems that deal with intervals of time, including elapsed time, using addition, subtraction, multiplication, or division as appropriate.
6 3.7C	Determine the solutions to problems involving subtraction of time intervals in minutes using pictorial models or tools such as a 30-minute event minus a 15-minute event equals 15 minutes.			

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
7 3.7D	Determine when it is appropriate to use measurements of liquid volume (capacity) or weight.	Determine when it is appropriate to use measurements of liquid volume (capacity) or weight	• Recognize weight described in a real-world situation • Understand the units of measurement appropriate for measuring weight, including pounds and ounces • Understand the units of measurement appropriate for measuring liquid volume (capacity), including quarts, gallons, and fluid ounces • Understand that ounces are a unit of measurement for weight and fluid ounces are a unit of measurement for liquid volume (capacity) • Identify the unit of measurement that would be used to measure weight	• Solve problems that deal with measurements of liquid volumes and mass, including conversion, using addition, subtraction, multiplication, or division as appropriate.
8 3.7E	Determine liquid volume (capacity) or weight using appropriate units and tools.	Determine liquid volume (capacity) or weight using appropriate units and tools.	• Read tools related to capacity or weight such as measuring cups, measuring containers or jars, eye droppers, beakers, graduated cylinders, spring scales, kitchen scales or bathroom scales	• Solve problems that deal with measurements liquid volumes and mass using addition, subtraction, multiplication, or division as appropriate.

Day 1	Day 2	Day 3	Day 4	Day 5
LT 5,6 Time	LT 5, 6 Time Number Line	LT 5, 6 Time Number Line	Independent Practice LT 5,6	LT 8 Capacity and Weight
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Reteach Unit 11	Time on a Number Line	Elapsed Time Strategies	Elapsed Time Strategies	Capacity and Weight Reading Tools
Day 6	Day 7	Day 8	Day 9	Day 10
LT 7 Capacity and Weight	Independent Practice LT 7,8	LT 3 Finding Perimeter Composite figure	LT 4 Missing Length	LT 4 Missing Length Polygons
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Capacity and Weight Choose the Measure	Choose the measure and read the tools	Find the Perimeter	Find the missing Length	Find the missing length
Day 11	Day 12			
LT 1,2 Area	Independent Practice 1-4			
Guided Math	Guided Math			
Area	Area and perimeter			

Measurement

Thank you for your download!

I hope this helps your students!

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