

# Unit: Mathematics-4.3

Content Area: **Mathematics**  
Course(s):  
Time Period: **Trimester 1**  
Length: **Ongoing**  
Status: **Published**

## Brief Summary of Unit

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This unit was designed to help children compare, order and begin to measure objects.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

MA.PK.4.3	Children begin to conceptualize measurable attributes of objects.
MA.PK.4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
MA.PK.4.3.2	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
MA.PK.4.3.3	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

## Transfer

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## Essential Questions

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- How can I compare objects
- What is a unit of measurement?
- What tools can be used for measurement?

## Essential Understandings

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- Measurement help us to describe our environment and to solve problems.
- Objects can be compared using two measurable attributes (for example big and small)
- Shapes can be found everywhere around us
- Shapes can be put together in different ways to form new shapes.

## Students Will Know

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- How to measure by attribute
- How to sort by attribute
- Practice using standard and non standard units of measurement in everyday situations
- What tools can be used to measure objects

## Students Will Be Skilled At

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- Compare and sort objects based on two defining attributes
- Describing daily routine
- Identify a clock for telling time
- Labeling times of day as morning and night
- Measuring with standard and non standard units of measurement

## Evidence/Performance Tasks

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Answer the essential questions.
- Completing worksheets for example providing the students with a picture and having them color all the triangles blue, squares in red, and so on.
- Projects for example having them make a shape monster and tell you how many of each shape are used.

- Teacher observations

## **Learning Plan**

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- Allow students to use pattern blocks or solid figures to assist them in talking about the shape's attributes.
- Listen for and extend children's conversations about long and short, longer and shorter, short and tall, shorter and taller, etc.
- Provide materials for children to sort, classify, order, and pattern (e.g., buttons, beads, colored craft sticks, bowls, trays).
- Provide standard and nonstandard measurement materials both indoors and outdoors (e.g., unit blocks, inch cubes, rulers, cups, buckets, balance scales, water and sand tables).

## **Suggested Strategies for Modifications**

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This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- additional time on task
- images and visual aids
- Incorporate accommodations and modifications of the students' IEPs
- manipulatives
- multiple trials during tasks
- one-to-one instruction and assistance
- preferential seating