

# Unit 5: Measurement

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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The purpose of this unit is to compare length and height by direct comparisons between objects as well as learn to describe and compare weight, practice discerning among attributes, and describe multiple attributes of one object.

## ESSENTIAL QUESTIONS

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### Module 19-

1. How can we describe length and height?

### Module 20-

1. How do we describe weight?
2. How can we compare two objects by weight?
3. How can we identify one attribute in objects and compare two objects by more than one attribute?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey Common Core - Kindergarten - Mathematics

##### CCSS.Math.Content.K.CC.B.4b

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

##### CCSS.Math.Content.K.NBT.A.1

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

##### CCSS.Math.Content.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

##### CCSS.Math.Content.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

### CCSS.Math.Content.K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

MA.K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
MA.K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
MA.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MA.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.

## NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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TECH.9.4.2.CT.3                      Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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CS.K-2.8.2.2.ITH.3                      Identify how technology impacts or improves life.

## PRE-ASSESSMENTS

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**Module 19-** Bigger and Smaller, Are You Ready?, pg. 480

**Module 20-** Longer and Shorter, Are You Ready?, pg. 496

## INSTRUCTIONAL PLAN

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### MODULE 19

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### Module 19- Length and Height

## LESSON 19.1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	19.1- We are learning to understand how to describe attributes of length and height.
<b>Student Learning Strategies</b>	Students will: - describe length and height.
<b>Success Criteria</b>	I can describe the height and length of objects using math language.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pg.481</li><li>• Check for understanding, pg. 483</li><li>• On your own, pg.484</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 481B and Spark your learning Teacher pg. 481D, Student pg. 481</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 482</p> <p><b>Guided Practice:</b> Check Understanding, pg. 483</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg. 484</p> <p><b>Resources:</b> Into Math Teacher Edition Module 19</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 481c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 481c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 19.1</li><li>• Almost there-Reteach 19.1</li><li>• Ready for more- Challenge 19.1</li></ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"><li>• Reteach &amp; Challenge pg. 483</li></ul>

MA.K.NBT.A.1

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

MA.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

MA.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

## LESSON 19.2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	19.2- We are learning to understand how to compare the lengths of two objects.
<b>Student Learning Strategies</b>	Students will: - directly compare two objects and describe the difference in length.
<b>Success Criteria</b>	I can compare the lengths of two objects and describe the comparison in a sentence using <i>longer than</i> or <i>shorter than</i> .
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pg.485, 486</li><li>• Check for understanding, pg. 487</li><li>• On your own, pg.488</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 481B and Spark your learning Teacher pg. 481D, Student pg. 481</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 482</p> <p><b>Guided Practice:</b> Check Understanding, pg. 483</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg. 484</p> <p><b>Resources:</b> Into Math Teacher Edition Module 19</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 485c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 485c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 19.2</li><li>• Almost there-Reteach 19.2</li><li>• Ready for more- Challenge 19.2</li></ul> <p><b>Differentiation Options-</b></p>

- Reteach & Challenge pg. 487

MA.K.CC.B.4b

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

MA.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

## LESSON 19.3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	19.3- We are learning to understand how to compare the heights of two objects.
<b>Student Learning Strategies</b>	Students will: -directly compare objects and describe the difference in height.
<b>Success Criteria</b>	I can compare the heights of two objects and describe the comparison in a sentence using <i>taller than</i> or <i>shorter than</i> .
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 489, 490, &amp; 491</li> <li>• Check for understanding, pg. 491</li> <li>• On your own, pg.492</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 489B and Spark your learning Teacher pg. 489D, Student pg. 489</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 490-491</p> <p><b>Guided Practice:</b> Check Understanding, pg. 491</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg. 492</p> <p><b>Resources:</b> Into Math Teacher Edition Module 19</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 489c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 489c</p>

- On Track- More practice for 19.3
- Almost there-Reteach 19.3
- Ready for more- Challenge 19.3

**Differentiation Options-**

- Reteach & Challenge pg. 4

MA.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

**MODULE 20**

Module 20- Weight

**LESSON 20.1**

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>20.1- We are learning to understand how to describe attributes of weight.</p>
<p><b>Student Learning Strategies</b></p>	<p>Students will: -describe weight of objects as heavy or light.</p>
<p><b>Success Criteria</b></p>	<p>I can describe objects as heavy or light by thinking about what I know about them.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 497, 498, &amp; 499</li> <li>• Check for understanding, pg. 499</li> <li>• On your own, pg.500</li> </ul>
<p><b>Activities and Resources</b></p>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 497B and Spark your learning Teacher pg. 497D, Student pg. 497  <b>Mini Lesson:</b> Build Your Understanding, pgs. 498-499  <b>Guided Practice:</b> Check Understanding, pg. 499  <b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg. 500  <b>Resources:</b> Into Math Teacher Edition Module 20</p>

## Suggested Modifications

### Small Group Options- Page 497c

- On Track
- Almost There
- Ready for More

### Math Center Option- Page 497c

- On Track- More practice for 20.1
- Almost there-Reteach 20.1
- Ready for more- Challenge 20.1

### Differentiation Options-

- Reteach & Challenge pg. 499

MA.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

MA.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

## LESSON 20.2

### Student Learning Intentions (SLI) WALT: (We are learning to...)

20.2- We are learning to understand how to compare the weights of two objects and describe the difference.

### Student Learning Strategies

Students will:  
- compare weights of two objects.

### Success Criteria

I can identify which object is heavier or lighter and use the words *heavier* and *lighter* to describe the attributes of weight.

### Formative Assessment (drives instructional decisions)

- Turn and Talk questions, pgs. 501, 502, & 503
- Check for understanding, pg. 503
- On your own, pg.504

### Activities and Resources

**Warm Up:** Activate Prior Knowledge pg. 501B and Spark your learning Teacher pg. 501D, Student pg. 501  
**Mini Lesson:** Build Your Understanding, pgs. 498-499 & Step It Out, pg. 503  
**Guided Practice:** Check Understanding, pg. 503  
**Independent Practice:** On Your Own & Exit Ticket ,

	pg. 504 <b>Resources:</b> Into Math Teacher Edition Module 20
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 501c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 501c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 20.2</li> <li>• Almost there-Reteach 20.2</li> <li>• Ready for more- Challenge 20.2</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 503</li> </ul>

MA.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MA.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.

## LESSON 20.3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	20.3- We are learning to understand how to describe attributes of weight, length, and height.
<b>Student Learning Strategies</b>	Students will: - describe an object using more than one attribute.
<b>Success Criteria</b>	I can use more than one attribute to describe an object.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs.505, 507</li> <li>• Check for understanding, pg. 506</li> <li>• On your own, pgs.507-508</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 505B &amp; Step It Out pgs. 505D, Student pg. 505</p> <p><b>Mini Lesson:</b> Step It Out, pg. 506</p> <p><b>Guided Practice:</b> Check Understanding, pg. 506</p>

	<p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket pgs. 507-508</p> <p><b>Resources:</b> Into Math Teacher Edition Module 20</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 505c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 505c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 20.3</li> <li>• Almost there-Reteach 20.3</li> <li>• Ready for more- Challenge 20.3</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 506</li> </ul>

MA.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

MA.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

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## REFLECTIONS

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## INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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