# Unit 3b-Solve Time, Capacity, And Mass Problems

Content Area: **Mathematics**
Course(s): **Math 3**
Time Period: **Marking Period 3**
Length: **MP3 Topic 14 14-1 to 14-9**
Status: **Published**

## Essential Questions

- How can time, capacity, and mass be measured and found?

## Big Ideas

- **Measurement-** Students will use appropriate units to find measurements, including elapsed time, liquid volume, and mass.
- **Solve Word Problems-** Throughout this topic, students solve word problems involving measurement.

## Diversity Integration

Objective: Students will be able to read the time on a clock in various countries.

Description of Activity: Students will look up the time in three different countries and write them down. They will also draw a picture of what the clock looks like. Students will then compare the times across the countries.

## CSDT Technology Connection

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data

## Enduring Understandings

**Measurement and Data**

**3.MD.A [M]** Solve problems involving measurement and estimation of intervals of time, liquid volume, and masses of objects
**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram

**3.MD.A.2 2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 6 Add, subtract, multiply, or divide to solve one -step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

**Operations and Algebraic Thinking**

**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**3.OA.C.7** Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division (knowing that 8 x 4 = 40, one knows 40 divided by 5 = 8) for properties of operation.

## Mathematical Practices Focus

2. Make sense of quantities and relationships in problems.