

Jay Curriculum: Unit Cover Page

Unit title: Measurement

Grade Level: K

Content Area(s): Math

Date Created:

Designed By:

**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

B Math
1

Unit: Measurement

Brief Summary of Unit/Topic

Summary:

Kindergarten students explore measurement throughout the school year. Using a variety of standard tools (rulers, tape measures, scales) and non-standard tools (inch worms, cubes, and other manipulatives), they investigate, estimate, and compare length and weight. Students also explore capacity while using the sand table.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Objects have different lengths and weights, many tools can be used to measure length and weight.

Students will know:

That there are standard and non-standard units of measure. That different tools measure different properties.

Students will be able to:

Choose the appropriate tool for each type of measurement. Compare measured properties (height, width, length, etc.)

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Apply estimation with quantities, measurement, computations, and problem-solving	B1			
OTHER				
The teacher will observe performance and document it on a checklist or anecdotal record				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Measure classroom furniture and materials with nonstandard units
- Measure classroom furniture and materials with standard units
- Compare/contrast measured amounts
- Predict/verify which objects will have greatest/least measurement.

REFERENCES: