

**Ouachita River School District
UNIT PLAN**

Davis Subject: Math Grade Level: 4th unit 3B Date: _____ Appx Length (Days): _____22_____

UNIT TITLE: Unit 3B Measurement and Data Ch 12,13	Student Learning Objectives: <i>What Will the Student Know and Be Able to Do Successfully by the End of This Unit?</i>
AR Academic Mathematics Standards: <i>Include Essential Learnings!</i> AR.Math.Content: 4 MD.A.1, 4 MD.A.2 AR.Math.Content: 4 MD. A.3 AR.Math.Content: 4 MD.B.4, 4MD.C.5 AR.Math.Content: 4 MD.C.5, 4 MD.C.6	<p>The Student Will – Convert customary units of length and find measurement equivalents for customary units of length. Measure customary units of capacity, and find measurement equivalents for customary units of capacity.</p> <p>The Student Will – Estimate and measure lengths in the metric system, metric capacities, and mass. Convert metric units and solve problems using measurement.</p> <p>The Student Will – Find the perimeter and area of a figure, rectangles and squares. Relate area to perimeter.</p>
Necessary Prerequisite Skills: <i>What will the Student Need to Know at the Beginning of This Unit?</i> Solve measurement problems involving capacity, mass and measurement quantities. Understand concepts of area and measurement. Measure areas by counting squares. Relate area to the operations of multiplication and addition.	Interventions: <i>What are My Plans for Intervening when Students are not Successful on Daily or Interim Assessments?</i> One on one with teacher Collaborative grouping Moby Max Math facts in a flash
Essential Questions/ Big Ideas: <i>Enduring Understanding, Relevance to Students, Overarching Objectives</i> 1. Why do we convert measurements?	Math Practice Standards standard 1: make sense of problems & persevere in solving them standard 2: reason abstractly & quantitatively standard 3: construct viable arguments & critique the reasoning of others standard 4: model with mathematic standard 5: use appropriate tools strategically

2. How can conversion of measurements help me solve real-world problems?		standard 6: attend to precision	
3. Why is important to measure perimeter and area?		standard 7: look for & make use of structure	
		standard 8: look for & express regularity in repeated reasoning	
Learning Activities: <i>What Will the Teacher DO to Accomplish the Student Learning Objectives?</i> Model lessons and activities Collaborative learning		V O C A B U L A R Y	Customary measurement, convert, line plot, capacity, weight, mass, metric system, length, area, perimeter, square units, unit square
		Resources/Technology: <i>List of Websites, Read Aloud Books, Games & etc.</i> Moby Max Math Facts in a flash Text book website	
Assessments Type: <i>How Will I Know the Student Has Been Successful?</i>			
Daily/Exit Ticket Quick check	Interim: Mid chapter checkpoint- for each chapter	Formative: Chapter test-for each chapter	