

“5-E” Summative Measurement Lessons-3rd Grade

Engage:

Card Sort Task: Using the *Tools, Attributes, and Units of Measure* components on the Pre-Assessment/Post Formative Assessment, students will sort cards according to their similarities (Run attached cards on cardstock.).

Scientists Meeting: Students should be allowed to explore www.exploratorium.com after teacher set up, regarding measurement activities.

Explore:

Conceptual Cartoon/ Think Pair Share: Students will use the 4-box cartoon template to create a cartoon for each of the following topics: Volume/Capacity/Mass/Weight, Time/Temp, Length, and Money.

Explain:

Labeled drawing/Meaningful Paragraph: Student will draw and label a measuring tool. Students brainstorm a scenario with the measuring tool they chose to label, and write a meaningful paragraph with appropriate vocabulary to explain how the measuring tool could be used.

Elaborate:

Predicting: Students will use magazines and newspapers to find evidence of the four topics listed in the “Explore” category above. Students will choose between creating a data-table and graph, or creating a “What If” scenario for the audience using the information regarding the measurement topics found in the printed material.

Evaluate:

Students choose one of the following options.

Self-evaluation:

Students are given the Pre/Post Summative Assessment on Measurement and allowed to make a self-evaluation for themselves using the measurement terminology included on the given assessment. The Student Self-Evaluation should include short answer, open-ended, multiple-choice and vocabulary

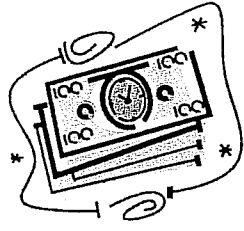
review, such as: matching, word banks, and fill in the blank. The teacher should provide prompts such as: "Before I thought _____; now I think _____," or "I could have done better if I had _____." The number of questions created is determined by the teacher.

Presentation:

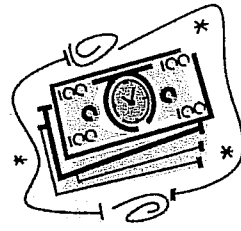
Using "Movie-Maker" students will work in groups of 3-4 to create a news-broadcast similar to one they would see on television. Students should choose one or more of the four topics listed above in the Explore category to create their broadcast. Students may take real- life pictures to display, create posters, or scenarios showing understanding of concepts learned. For example, the Time and Temperature concept could include a weather broadcast. An economics broadcast could include data- tables, graphs, or Active Board flip-charts reflecting the Money topic. Students would interview and/or use previous data collected from printed or researched material regarding: allowances, spending, saving, etc.

Wooden Cube	Temperature	Inch	Hour
Ruler	Volume	Feet	Day
Thermometer	Celsius	Foot	Week
Balances	Fahrenheit	Yard	Month
Scales	Cents	Mile	Year
Clock	Nickels	Cubic Unit	Ton
Coins	Dimes	Milligram	Minute
Dollars	Quarters	Gram	Kilometer
Graduated Cylinder	Dollars	Kilogram	Inch
Mass	Millimeter	Milliliter	Time
Weight	Centimeter	Liter	Length
Capacity	Decimeter	Ounce	
Money	Meter	Pound	

Engage: Card Sort



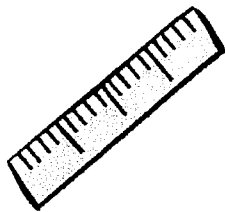
Money



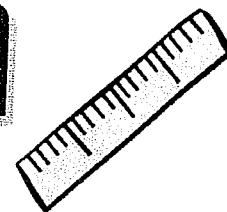
Be sure to use at least 4 words from the word box in your cartoon.

Word Box

Coins	Dollars	Money	Cents	Nickels
Dimes	Quarters	Dollars		



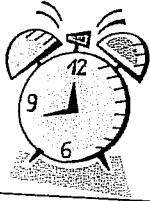
Length



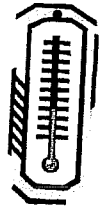
Be sure to use at least 4 words from the word box in your cartoon.

Word Box

Millimeter	Centimeter	Decimeter	Meter
Inch	Foot	Yard	Mile
Length			



Time/Temperature



Be sure to use at least 4 words from the word box in your cartoon.

Word Box			
Thermometer	Clock	Temperature	Fahrenheit
Celsius	Hour	Day	Week
Month	Year		

Volume/Capacity/ Weight/Mass



Be sure to use at least 4 words from the word box in your cartoon.

Word Box

Wooden Cube	Graduated Cylinder	Mass	Weight
Capacity	Volume	Milliliter	Liter
Ounce	Pound	Balances	Scales