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| Grade: 1 | | | | Unit Number: 4 | | |
| Unit Overview: Unit 4 has three main areas of focus:   * To measure and compare lengths using nonstand and standard units * To review telling time on the hour, half-hour, and quarter-hour * To introduce and practice addition facts | | | | | | |
| Essential Question: How do we use measurement and basic facts in our everyday lives? | | | | | | |
| Academic Vocabulary: length hour half-hour commutative property associative property make 10 analog clock digital clock data point add addend addition subtract subtraction equation count on  Spanish Vocabulary: el largo hora media hora propiedad comutativa propiedad asociativa complementos de 10 reloj analogico reloj digital puntos de datos sumar sumando sumas restar restas operacion contar hacia adelante | | | | | | |
| Lesson | Standard | Guiding Questions | Additional Resources | | Differentiation | Student Learning Goals |
| 4.1 |  | * Why is it important to check the answers we find using tools? |  | |  | I can…   * Put three objects in order from shortest to longest. * Use a third object to compare the lengths of two other objects.   1.MD.1   * Measure the length of a longer object by using a shorter length end to end. * Describe the length of an object as the total number of shorter objects it takes to span the longer object without gaps and overlaps.   1.MD.2   * Tell and write time in hours and half-hours using analog and digital clocks. * Tell how many minutes are in an hour. * Explain why 30 minutes is a half hour. * Represent a given time as it would appear on an analog and digital clock.   1.MD.3   * Organize, represent, and interpret data in up to three categories (groups). * Ask and answer questions about data.   1.MD.4 |
| 4.2 | **1.MD.1**  **1.MD.2**  1.OA.6  1.NBT.4 | * Why do we use different tools to measure things of different lengths? |  | |  |
| 4.3 | **1.OA.1**  **1.MD.2** | * How are the foot-long foot and the cutout of your foot different? |  | |  |
| 4.4 | **1.MD.1**  **1.MD.2**  **1.MD.3** | * Which tool (s) h elps you understand what an inch is? A foot? Why? |  | |  |
| 4.5 | 1.MD.1  **1.MD.2**  1.MD.4 | * Whay might you do to get better at estimating length? * How do you know if you have measured something correctly? |  | |  |
| 4.6 | **1.OA.1**  1.OA.6  **1.MD.2** | * Why is it helpful to know hwen and how to use different measuring tools? |  | |  |
| 4.7 | 1.OA.1  1.OA.6  **1.MD.2**  **1.MD.4** | * What can you do if you aren’t sure how to solve a problem on your own? * Name another time when we might make a bar graph. |  | |  |
| 4.8 | 1.OA.6  **1.MD.3** | * What does it mean to be precise (or exact)? |  | |  |
| 4.9 | 1.OA.1  1.MD.3 | * When might you use a timeline? |  | |  |
| 4.10 | **1.NBT.1**  1.MD.3 | * What is the meaning of the number you picked? * How might thse patterns help you check your work? |  | |  |
| 4.11 | **1.OA.3**  **1.OA.4**  **1.OA.6**  1.OA.7  **1.OA.8** | * How might knowing your turn-around facts help you build fact power? |  | |  |
| 4.12 | **1.OA.3**  **1.OA.6**  **1.OA.8** | * What other shortcuts do you know how to use in math? |  | |  |
| 4.13 |  |  |  | |  |
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| Assessment: | | | | | | |