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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
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| 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 onSpanish 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.61.NBT.4 | * Why do we use different tools to measure things of different lengths?
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| 4.3 | **1.OA.1****1.MD.2** | * How are the foot-long foot and the cutout of your foot different?
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| 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?
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| 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?
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| 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?
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| 4.7 | 1.OA.11.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.
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| 4.8 | 1.OA.6**1.MD.3** | * What does it mean to be precise (or exact)?
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| 4.9 | 1.OA.11.MD.3 | * When might you use a timeline?
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| 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?
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| 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?
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| 4.12 | **1.OA.3****1.OA.6****1.OA.8** | * What other shortcuts do you know how to use in math?
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| 4.13 |  |  |  |  |
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| Assessment: |