

Unit 6: Measurement

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **6 weeks**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is to know that placing units repeatedly with no gaps or overlaps to measure the object, and counting how many units it takes. To understand how to compare two lengths indirectly, compare and order objects to measurable attributes, and use a nonstandard measuring tool. To identify time to the hour and half hour. The overarching goal is to measure length and time.

ESSENTIAL QUESTIONS

Module 17:

1. How do we order objects by length and compare lengths indirectly?

Module 18:

1. How do we tell and write time?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grade 1 - Mathematics (2020)

1.MD.A.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.A.2

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

MATH.1.M	Measurement
MATH.1.M.A	Measure lengths indirectly and by iterating length units
MATH.1.M.B	Tell and write time
MATH.1.M.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
MATH.1.M.C	Work with money
MATH.1.M.C.4	Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10).
MATH.1.M.C.5	Use dollars in the solutions of problems up to \$20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show \$20 as two tens and as 20 ones.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
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PRE-ASSESSMENTS

Pre-assessment:

Module 17: *Understand Place Value, Are You Ready?* Page

Module 18: *Count and Represent Numbers, Are You Ready?* Page 294

INSTRUCTIONAL PLAN

MODULE 17

Module 17: Measure Length

LESSON 17.1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 17.1 We are learning to order length.
Student Learning Strategies	<ul style="list-style-type: none">• Students will draw two objects to compare longer or shorter.• Students will identify the longer object and understand the importance of aligning objects from the same starting point.
Success Criteria	I CAN order three objects by length.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Turn and Talk question, Teacher Manual page 481 & Student page 482• Check for Understanding, page 483
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual Edition Module 17-18 page 481B & Spark Your Learning, page 481</p> <p>Mini Lesson: Build Understanding, page 482 - 483</p> <p>Guided Practice: Check Understanding, page 483</p> <p>Independent Practice: On Your Own, page 484 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 17-18</p>
Suggested Modifications	<ul style="list-style-type: none">• Plan for Differentiated Instruction, Teacher Manual page 481C• Differentiation Options, Teacher Manual page 483

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have

trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.MD.A.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

LESSON 17.2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to use indirect measurement to compare length.
Student Learning Strategies	<ul style="list-style-type: none">• Students will use a third object to compare two lengths.• Students will directly compare the length of two objects and draw them.
Success Criteria	I CAN compare the lengths of two objects indirectly using the length of a third object.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Turn and Talk question, Teacher Manual page 485 & Student page 486• Check for Understanding, page 487
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual Edition Module 17-18 page 485B & Spark Your Learning, page 485</p> <p>Mini Lesson: Build Understanding, page 486, Step It Out page 487</p> <p>Guided Practice: Check Understanding, page 487</p> <p>Independent Practice: On Your Own, page 488 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 17-18</p>

Suggested Modifications

- Plan for Differentiated Instruction, Teacher Manual page 485C
- Differentiation Options, Teacher Manual page 487

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Extra time: The teacher provides students with special

needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

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Gifted & Talented Strategies

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.MD.A.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

LESSON 17.3

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 17.3 We are learning to use nonstandard units to measure length.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Students will use units to measure. • Students will use middle units to measure length.
<p>Success Criteria</p>	<p>I CAN measure the length of objects using units that are the same size.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Turn and Talk question, Teacher Manual page 489 & Student page 490 & 491 • Check for Understanding, page 491
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge, Teacher Manual Edition Module 17-18 page 489B & Spark Your Learning, page 489 Mini Lesson: Build Understanding, page 490, Step</p>

It Out page 491

Guided Practice:

Check Understanding, page 491

Independent Practice: On Your Own, page 492 & Exit Ticket Online

Resources: into Math Teacher Edition Module 17-18

- Plan for Differentiated Instruction, Teacher Manual page 489C
- Differentiation Options, Teacher Manual page 491

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Suggested Modifications

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.MD.A.2

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

LESSON 17.4

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 17.4 We are learning to make a nonstandard measuring tool.
Student Learning Strategies	<ul style="list-style-type: none">• Students will draw short same-size units.• Students will draw long same size units to show nonstandard units to measure an object.
Success Criteria	I CAN make a measuring tool with units that are the same size and measure objects using the tool.
Formative Assessment (drives instructional	<ul style="list-style-type: none">•

decisions)

Turn and Talk question, Teacher Manual page 493 & Student page 494 & 495

- Check for Understanding, page 495

Activities and Resources

Warm Up: Activate Prior Knowledge, Teacher Manual Edition Module 17-18 page 493B & Spark Your Learning, page 493
Mini Lesson: Build Understanding, page 494, Step It Out, page 495
Guided Practice: Check Understanding, page 495
Independent Practice: On Your Own, page 496 & Exit Ticket Online
Resources: into Math Teacher Edition Module 17-18

Suggested Modifications

- Plan for Differentiated Instruction, Teacher Manual page 493C
- Differentiation Options, Teacher Manual page 495

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MODULE 18

Module 18: Measure Time

LESSON 18.1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 18.1 We are learning to understand time to the hour.
Student Learning Strategies	<ul style="list-style-type: none"> • Students will use numbers and hands to illustrate a clock. • Students will use some numbers to illustrate a clock.
Success Criteria	I CAN tell time to the hour using the hour hand.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Turn and Talk question, Teacher Manual page 501 & Student page 502 & 503 • Check for Understanding, page 503
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual Edition Module 17-18 page 501B & Spark Your Learning, page 501</p> <p>Mini Lesson: Build Understanding, page 502 - 503</p> <p>Guided Practice: Check Understanding, page 503</p> <p>Independent Practice: On Your Own, page 504 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 17-18</p>
Suggested Modifications	<ul style="list-style-type: none"> • Plan for Differentiated Instruction, Teacher Manual page 501C • Differentiation Options, Teacher Manual page 503 <p>English Language Learners Native language support:</p>

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 18.2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 18.2 We are learning to understand time to the half hour.
Student Learning Strategies	<ul style="list-style-type: none"> • Students will order time for hour and half hour. • Students will order time in 2 groups.
Success Criteria	I CAN tell time to the half hour using the hour hand.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Turn and Talk question, Teacher Manual page 505 & Student page 506 • Check for Understanding, page 507
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual Edition Module 17-18 page 505B & Spark Your Learning, page 505</p> <p>Mini Lesson: Build Understanding, page 506 - 507</p> <p>Guided Practice: Check Understanding, page 507</p> <p>Independent Practice: On Your Own, page 508 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 17-18</p>
Suggested Modifications	<ul style="list-style-type: none"> • Plan for Differentiated Instruction, Teacher Manual page 505C • Differentiation Options, Teacher Manual page 507

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format.

Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues

need to be close to the instruction which often means near the front.

MA.1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

LESSON 18.3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 18.3 We are learning to tell time to the hour and half hour.
Student Learning Strategies	<ul style="list-style-type: none">• Students will use the hour hand and minute hand to tell the time.• Students will draw the hour and minute hands to demonstrate understanding.
Success Criteria	I CAN tell time to the hour and half hour using the hour and minute hand.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Turn and Talk question, Teacher Manual page page 509 & Student page 510• Check for Understanding, page 511
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual Edition Module 17-18 page 509B & Spark Your Learning, page 509</p> <p>Mini Lesson: Build Understanding, page 510, Step It Out, page 511</p> <p>Guided Practice: Check Understanding, page 511</p> <p>Independent Practice: On Your Own, page 512 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 17-18</p>

Suggested Modifications

- Plan for Differentiated Instruction, Teacher Manual page 509C
- Differentiation Options, Teacher Manual page 511

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Native language support: The teacher provides auditory or written content to students in their native language.

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Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special

needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

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MA.1.MD.B.3

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LESSON 18.4

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 18.4 We are learning to practice time to the hour and half hour.</p>
<p>Student Learning Strategies</p>	<p>Students will use the Then Intervene to understand errors and make sense of the mathematics.</p>
<p>Success Criteria</p>	<p>I CAN tell time to the hour and half hour.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Turn and Talk question, Teacher Manual page 513 & Student page 514 • Check for Understanding, page 514
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge, Teacher Manual Edition Module 17-18 page 513B Mini Lesson: Step It Out, pages 513 - 514 Guided Practice: Check Understanding, page 514 Independent Practice: On Your Own, page 515 - 516 & Exit Ticket Online Resources: into Math Teacher Edition Module 17-18</p>

Suggested Modifications

- Plan for Differentiated Instruction, Teacher Manual page 513C
- Differentiation Options, Teacher Manual page 514

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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1

Ask and answer questions about key details in a text.

LA.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsPD.2

Establish a process for how individuals can effectively work together to make decisions.

LA.RI.1.2

Identify the main topic and retell key details of a text.