

# March Gr.1 Unit 8: Measurement and Time

Content Area: **Math**  
Course(s):  
Time Period: **March**  
Length: **4-5 Weeks**  
Status: **Published**

## Unit Overview

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Students will learn about measurement and time.

## Enduring Understandings

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We can compare objects by length.

We can express the length of an object as a whole number with length units.

We can tell time with an analog and a digital clock.

## Essential Questions

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How do I determine length and time?

## Instructional Strategies & Learning Activities

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- Math Chapter 8
- **Pacing Guide**  
**Suggested Pacing**

Instruction	13 days
Review/Assessment	2 days
Total*	15 days

- \*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp. 563-568</i> <b>Compare Lengths</b>	Compare the lengths of objects using indirect measurement.	<ul style="list-style-type: none"><li>• crayon</li><li>• marker</li><li>• classroom objects</li><li>• eraser</li></ul>	<b>length</b> <b>long</b> <b>short</b>	1.MD.1  <b>Major Cluster</b>

Lesson 2 *pp. 569-574* Compare and order the lengths of objects.

- crayon
- marker
- classroom objects

**Compare and Order Lengths**

**MP**  
1, 2, 3, 4, 6  
1.MD.1

**Major Cluster**

Lesson 3 *pp. 575-580* Measure the lengths of objects using nonstandard units.

- connecting cubes
- classroom objects
- paper clips

**Nonstandard Units of Length**

**measure unit**

**MP**  
1, 2, 3, 5, 6  
1.MD.2

**Major Cluster**

Lesson 4 *pp. 581-586* Guess, check, and revise to solve problems.

- connecting cubes
- classroom objects
- pennies

**Problem-Solving Strategy: Guess, Check, and Revise**

**MP**  
1, 2, 3, 7, 8  
1.MD.2

**Major Cluster**

**Check My Progress**

Lesson 5 *pp. 589-594* Read and write time to the hour on an analog clock.

- manipulative clocks
- demonstration clock
- flash cards

**Time to the Hour: Analog**

**hour hand**  
**hour**  
**minute hand**  
**minute**  
**analog clock**  
**o'clock**

**MP**  
1, 2, 3, 8  
1.MD.3

**Major Cluster**

Lesson 6 *pp. 595-600* Use a digital clock to tell and write time to the hour.

- demonstration clock
- scissors
- manipulative clocks
- write-on/wipe-off boards
- Manipulative Masters pages

**Time to the Hour: Digital**

**digital clock**

**MP**  
1, 2, 3, 4, 6, 8  
1.MD.3

**Major Cluster**

**MP**

Lesson 7 pp. 601-606	Read time to the half	• number cubes	<b>half hour</b>	1, 2, 3, 6, 7
<b>Time to the Half</b>	hour on an analog	• demonstration clock		1.MD.3
<b>Hour: Analog</b>	clock.	• manipulative clocks		<b>Major Cluster</b>

Lesson 8 pp. 607-612	Use a digital clock to	• manipulative clocks		<b>MP</b>
<b>Time to the Half</b>	tell and write time to	• write-on/wipe-off boards		1, 2, 3, 4, 5, 6, 8
<b>Hour: Digital</b>	the half hour.	• Manipulative Masters pages		1.MD.3
		• scissors		<b>Major Cluster</b>

Lesson 9 pp. 613-618	Tell and write time	• hundred chart		<b>MP</b>
<b>Time to the Hour and Half Hour</b>	using digital and analog clocks to the hour and half hour.	• manipulative clocks		1, 2, 3, 4, 8
		• write-on/wipe-off boards		1.MD.3
		• demonstration clock		<b>Major Cluster</b>
		• crayons		

				<b>MP</b>
				1, 2, 3, 5, 6, 7
<b>My Review and Reflect</b>				

- **Chapter 8: Targeted Strategic Intervention**
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- **Differentiated Instruction**
- **What's the Math in This Chapter?**
- **Reading Connections**

### **Integration of Career Readiness, Life Literacies and Key Skills**

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Students will establish and follow rules, routines, and responsibilities throughout the year.

Critical thinkers must first identify a problem then develop a plan to address it to

	effectively solve the problem.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). Brainstorming can create new, innovative ideas. Different types of jobs require different knowledge and skills.
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

## **Technology and Design Integration**

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Students will interact with the textbook/workbooks on the Smartboard throughout My Math Lessons.

Students will engage in lessons on Dreambox, an interactive Math program that allows progress at a students own pace through the Standards in Math for Grade 1

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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## **Interdisciplinary Connections**

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Students will use leveled books to reinforce and extend problem-solving skills and strategies.

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

## **Differentiation**

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Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

## **Modifications & Accommodations**

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IEP and 504 accommodations will be followed.

## **Formative Assessments**

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Teacher observation

Student conferences

Discussion

Activities

games

homework

## **Benchmark Assessments**

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Aimsweb Benchmark testing three times a year.

## **Summative Assessments**

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My Math chapter assessments

## **Instructional Materials**

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See materials in the above lesson plans.

## **Standards**

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MA.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
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.
MA.1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.

