GRADE 1– Unit 6

Mission Statement
The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff. Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview
In unit 6, students will learn to: ● describe and compose two-dimensional and three-dimensional shapes. how to partition shapes, compare lengths of objects, measure objects, tell time to the hour and half hour, and be introduced to the value of coins. Unit skills include: • Determine attributes of shapes • Partition shapes into equal parts • Tell time to the hour and half-hour on an analog and digital clock • Compare and order lengths of objects • Measure the length of an object using non-standard units of measurement • Identify coins and their values • Find the total value of a set of coins

Standards Covered in Current Unit/Module
Related Standards and Learning Goals
1.M.A Measure lengths indirectly and by iterating length units 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 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.M.B Tell and write time 3. Tell and write time in hours and half-hours using analog and digital clocks. 1.M.C Work with money 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). 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. 1.G.A Reason with shapes and their attributes 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Clarification: Students do not need to learn formal names such as "right rectangular prism.") 3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Learning Targets	**Essential Questions**
● Build and draw a composite shape using two or more shapes ● Compare and order objects by length	● What strategies can I use to compare different lengths and measurements?

● Compare two objects by comparing their lengths to a third object ● Describe and name shapes according to their attributes ● Describe equal parts using the words halves, fourths, and quarters ● Distinguish between defining attributes and non-defining attributes ● Draw lines to partition shapes into two or four equal parts ● Find the total value of a set of coins ● Identify coins and their values ● Measure objects using non-standard units. ● Tell and write time to the half hour on an analog clock and digital clock ● Tell and write time to the hour on an analog clock and digital clock ● Understand that decomposing into more equal shares creates smaller shares ● Write numbers and hands on clock models	● What different shapes do we use in our world? ● What different parts are there in different shapes? ● How can telling time help us in our everyday life?

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**
5 Days	1.G.A.1 1.G.A.2	**Obj. We are learning to**: ● Build and draw a composite shape using two or more shapes ● Describe and name shapes according to their attributes ● Distinguish between defining attributes and non-defining attributes **Suggested Formative Assessment(s)**: ● My Learning Path weekly progress	● Texts ○ Ready Math - Lesson 22 ● Materials ○ iReady Math book ○ Clock manipulative ○ Non-standard units of measurement ○ Coin manipulatives ○ Shape manipulatives ○ Whiteboards

		● Diagnostic Assessments ● Unit Tests ● Teacher Observation ● Exit Tickets ● Independent practice pages ● Models	○ iReady Learning Path component ○ iReady Math Centers
5 Days	1.G.A.3	**Obj. We are learning to**: ● Understand that decomposing into more equal shares creates smaller shares ● Describe equal parts using the words halves, fourths, and quarters ● Draw lines to partition shapes into two or four equal parts **Suggested Formative Assessment(s)**: ● My Learning Path weekly progress ● Diagnostic Assessments ● Unit Tests ● Teacher Observation ● Exit Tickets ● Independent practice pages ● Models	● Texts ○ Ready Math - Lesson 23 ● Materials ○ iReady Math book ○ Clock manipulative ○ Non-standard units of measurement ○ Coin manipulatives ○ Shape manipulatives ○ Whiteboards ○ iReady Learning Path component ○ iReady Math Centers
5 Days	1.M.B.3	**Obj. We are learning to**: ● Write numbers and hands on clock models ● Tell and write time to the half hour on an analog clock and digital clock ● Tell and write time to the hour on an analog clock and digital clock **Suggested Formative Assessment(s)**: ● My Learning Path weekly progress ● Diagnostic Assessments ● Unit Tests	● Texts ○ Ready Math - Lesson 24 ● Materials ○ iReady Math book ○ Clock manipulative ○ Non-standard units of measurement ○ Coin manipulatives ○ Shape manipulatives ○ Whiteboards ○ iReady Learning Path component

		● Teacher Observation ● Exit Tickets ● Independent practice pages ● Models	○ iReady Math Centers
5 Days	1.M.A.1	**Obj. We are learning to**: ● Compare two objects by comparing their lengths to a third object ● Compare and order objects by length **Suggested Formative Assessment(s)**: ● My Learning Path weekly progress ● Diagnostic Assessments ● Unit Tests ● Teacher Observation ● Exit Tickets ● Independent practice pages ● Models	● Texts ○ Ready Math - Lesson 25 ● Materials ○ iReady Math book ○ Clock manipulative ○ Non-standard units of measurement ○ Coin manipulatives ○ Shape manipulatives ○ Whiteboards ○ iReady Learning Path component ○ iReady Math Centers
5 Days	1.M.A.2	**Obj. We are learning to**: ● Measure objects using non-standard units **Suggested Formative Assessment(s)**: ● My Learning Path weekly progress ● Diagnostic Assessments ● Unit Tests ● Teacher Observation ● Exit Tickets ● Independent practice pages ● Models	● Texts ○ Ready Math - Lesson 26 ● Materials ○ iReady Math book ○ Clock manipulative ○ Non-standard units of measurement ○ Coin manipulatives ○ Shape manipulatives ○ Whiteboards ○ iReady Learning Path component ○ iReady Math Centers
5 Days	1.M.C.4	**Obj. We are learning to**: ● Identify coins and their values ● Find the total value of a set of coins	● Texts ○ Ready Math - Lesson 27

	1.M.C.5	**Suggested Formative Assessment(s)**: ● My Learning Path weekly progress ● Diagnostic Assessments ● Unit Tests ● Teacher Observation ● Exit Tickets ● Independent practice pages ● Models	● Materials ○ iReady Math book ○ Clock manipulative ○ Non-standard units of measurement ○ Coin manipulatives ○ Shape manipulatives ○ Whiteboards ○ iReady Learning Path component ○ iReady Math Centers

Technology Integration	21st Century Skills
● My Path ● Reflex ● iReady Math Online Program • 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. • 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	• CRP1. Act as a responsible and contributing citizen and employ • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason • CRP6. Demonstrate creativity and innovation • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP10. Plan education and career paths aligned to personal goal • CRP11. Use technology to enhance productivity. . 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.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive). TECH.9.4.2.TL.3 Enter information into a spreadsheet and sort the information.

	TECH.9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. TECH.9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). TECH.9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements