


# 1<sup>st</sup> Grade Math Curriculum Bundle # 10

<b>Title</b>		<b>Suggested Dates</b>
Measurement – Length and Time		March 22 – April 16 (19 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Measurement helps us describe our world.	<p>How can we compare objects and events (length and time)?</p> <p>How do you measure objects and events (length and time)?</p> <p>How does the tool relate to what is being measured (length and time)?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

<b>Knowledge &amp; Skills with Student Expectations</b>	<b>District Specificity/Examples</b>	<b>Suggested Resources</b> (See note above) <b>Teachers will use Math Investigations as the main instructional resource.</b> District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with TEKS.	
<p><b>1.8 The student understands that time can be measured. The student uses time to describe and compare situations.</b></p> <p>1.8A Order three or more events according to duration.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• Order three or more everyday, common events according to duration.</li> </ul>		<p><b><u>Whole Group Lessons</u></b></p> <p><u>Envision</u> Topic 19 Lesson 4</p> <p><b><u>Small Group Lessons/Centers</u></b></p> <p><u>Kamico</u> Tractor Time Page 243</p>
<p><b>1.8 The student understands that time can be measured. The student uses time to describe and compare situations.</b></p> <p>1.8B Read time to the hour and half-hour using analog and digital clocks.</p> <p><i>Teacher Note: Writing time is introduced in 1st</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• Identify hour hand and minute hand.</li> <li>• Model the direction that hands move on a clock.</li> <li>• Understand the position of the hour hand according to the position of the minute hand (2:00 vs 2:30).</li> <li>• Identify the sequence of times on 3 separate</li> </ul>	<p><b><u>Math Investigations</u></b></p> <p><b><u>Texas Curriculum Unit</u></b> Activity 9 Page 29</p> <p><b><u>Texas Curriculum Unit</u></b> Activity 15 Pages 35</p>	<p><b><u>Whole Group Lessons</u></b></p> <p><u>Envision</u> Topic 19 Lessons 1 – 2</p> <p><b><u>Small Group Lessons/Centers</u></b></p> <p><u>Kamico</u> Triple Time</p>

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<p>grade.</p>	<p>clocks (i.e., which comes first, last, and in between).</p>		<p>page 263</p> <p>Region IV Prep Time Lesson pages 118-125</p>
<p><b>1.7 The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.</b></p> <p>1.7A Estimate and measure length using nonstandard units such as paper clips and sides of color tiles.</p> <p>Teacher Note: If necessary, length may continue in bundle 11.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• Estimate before measuring with nonstandard units.</li> <li>• Identify nonstandard tools used to measure length.</li> <li>• Identify objects that have equal length.</li> <li>• Compare lengths of different objects using nonstandard units.</li> <li>• Use mathematical language to describe lengths such as “longer than” or “shorter than.”</li> <li>• Begin to measure from the edge of the object being measured.</li> </ul>	<p><b><u>Math Investigations</u></b> <b><u>Fish Lengths and Animal Jumps</u></b> <b>Unit 5</b></p> <p>Investigation 2 Sessions 1 – 5 Pages 69 – 86</p>	<p><b><u>Whole Group Lessons</u></b></p> <p><u>Envision</u> Topic 18 Lesson 2</p> <p><b><u>Small Group Lessons/Centers</u></b></p> <p><u>Kamico</u> Measurement Mountain page 188</p>
<p><b>1.7 The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.</b></p> <p>1.7B Compare and order two or more concrete objects according to length (from longest to shortest)</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• Directly compare/order the length of up to five objects by placing the objects next to each other.</li> <li>• Compare the length of up to three objects measuring with non-standard units.</li> </ul>		<p><b><u>Whole Group Lessons</u></b></p> <p><u>Envision</u> Topic 18 Lesson 1</p> <p><b><u>Small Group Lessons/Centers</u></b></p> <p><u>Kamico</u> Long, Longer, Longest page 198</p>
<p><b>1.7 The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.</b></p> <p>1.7C Describe the relationship between the size of the unit and the number of units needed to measure</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• Experience and understand that changing the size of a unit will change the number of units it takes to measure an object (i.e. it takes more paper clips than pencils to measure the length of a desk.).</li> <li>• Identify appropriate nonstandard tools used to measure length.</li> </ul>		<p><b><u>Whole Group Lessons</u></b></p> <p><u>Envision</u> Topic 18 Lesson 3</p> <p><b><u>Small Group Lessons/Centers</u></b></p> <p><u>Kamico</u></p>

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<p>the length of an object.</p> <p>Teacher Note: Students may be allowed to explore measurement using a ruler, but explicit instruction with rulers is not aligned with 1<sup>st</sup> grade TEKS.</p>			<p>Measure Me page 205</p> <p><u>Making Connections with Measurement Grade 1 TEKS Length Lessons</u> pages 50, 57</p>
<p><b>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b></p> <p>1.11A Identify mathematics in everyday situations.</p> <p>Teacher Note: Continue to reinforce addition and subtraction skills through problem solving.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• Solve problems about the time on real clocks.</li> <li>• Measure the length of everyday objects.</li> <li>• Solve problems about the duration of everyday events.</li> </ul>		<p><b><u>Whole Group Lessons</u></b></p> <p><u>Envision</u> Topic 19 Lesson 3</p>
<p><b>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</b></p> <p>1.11D Use tools such as real objects, manipulatives, and technology to solve problems.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• Use a variety of nonstandard units when measuring length.</li> </ul>		<p><b><u>Small Group Lessons/Centers</u></b></p> <p><u>Making Connections with Measurement Grade 1 TEKS Length Lesson</u> Activity page 38 (Student Sheet page 47) Estimate and Explain pages 46, 48 Review Questions pages 52-57</p>
<p><b>1.12 The student communicates about Grade 1 mathematics using informal language.</b></p> <p>1.12A Explain and record observations using objects, words, pictures, numbers, and technology.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• Use objects, word, pictures, and numbers to represent observations when solving problems about time and measurement.</li> </ul>		
<p><b>1.13 The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b></p> <p>1.13A Justify his or her thinking using objects, words, pictures, numbers, and technology</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• Use objects, words, pictures, and numbers to explain how problems about time and measurement were solved.</li> </ul>		