

1st Grade Math Curriculum Bundle # 11

Title	Suggested Dates
Measurement – Capacity, Weight/Mass, and Temperature	April 19 – May 7 (15 days) **AMI EOY Window 5/1 – 5/15

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

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
<p>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>1.11A Identify mathematics in everyday situations.</p> <p><i>Teacher Note: Continue to reinforce addition and subtraction skills through problem solving.</i></p> <p><i>Teacher Note: If necessary, length may continue in bundle 11.</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Solve problems about capacity, weight/mass, and temperature with everyday objects. 	<p>Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with TEKS.</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Making Connections with Measurement Grade 1 TEKS</u> Capacity Lesson Pages 59,69 Page 67</p> <p>Review Questions Pages 73-79</p>	
<p>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</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"> • Use a variety of containers and objects when solving capacity, weight/mass, and temperature problems. • Use balances to solve problems about 	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 18 Lesson 8</p>	

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<p>1.12 The student communicates about Grade 1 mathematics using informal language.</p> <p>1.12A Explain and record observations using objects, words, pictures, numbers, and technology.</p>	<p style="text-align: center;"><u>capacity, weight/mass, and temperature.</u></p> <p>Including but not limited to</p> <ul style="list-style-type: none"> • Use objects, words, pictures, and numbers to represent observations when solving problems about capacity, weight/mass, and temperature. 		<p><u>Small Group Lessons/Centers</u></p> <p><u>Making Connections with Measurement Grade 1 TEKS</u> Mass Lesson Activity Pages 82-83</p> <p>Pages 90-93 (Student Sheets pages 98-107)</p> <p>Review Questions Pages 109-114</p>
<p>1.13 The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</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"> • Use objects, words, pictures, and numbers to explain how problems about capacity, weight/mass, and temperature were solved. 		<p><u>Small Group Lessons/Centers</u></p> <p><u>Making Connections with Measurement Grade 1 TEKS</u> Capacity Lesson Estimate Page 72</p> <p>Mass – Evaluate Page 94</p> <p>Temperature – Evaluate Page 132</p>
<p>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.</p> <p>1.7 E Compare and order two or more containers according to capacity (from holds the most to holds</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Estimate before determining capacity. • Use various sizes of nonstandard units to determine the capacity of one container. • Directly compare the capacity of up to 5 containers (i.e. by pouring beans, cubes, or water from one container into another). It is not necessary to count the nonstandard units 	<p><u>Math Investigations</u></p> <p><u>Texas Curriculum Unit</u> Activity 5 Page 25</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 18 Lesson 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u></p>

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<p>the least)</p>	<p style="text-align: center;">held by each container.</p>		<p>Hold It! Which Holds More? Page 222</p>
<p>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.</p> <p>1.7F Compare and order two or more objects according to weight/mass (from heaviest to lightest)</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Estimate before determining weight/mass. • Use various sizes of nonstandard units to determine the weight/mass of one object. • Directly compare the weight/mass of up to 5 objects (i.e. by placing 2 objects at a time on a balance). Do NOT compare objects by using nonstandard units. 	<p><u>Math Investigations</u></p> <p><u>Texas Curriculum Unit</u> Activity 6 Page 26</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 18 Lesson 6</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Which Weighs More? Page 227</p>
<p>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.</p> <p>1.7G Compare and order two or more objects according to relative temperature (from hottest to coldest).</p> <p><u>Teacher Note: Introduce the thermometer with a classroom demonstration thermometer.</u></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Understand that the level of the mercury indicates if the temperature is getting hotter or colder. • Understand that as the number increases, the temperature is getting hotter. As the number decreases, the temperature is getting colder. • Work together to find temperature only on classroom demonstration thermometers. • Identify hot and cold in everyday experiences. • Identify the tool to measure temperature (thermometer). • Order objects in relative temperature (not actual measurements) from coldest to hottest or hottest to coldest. • The opposite of a hot summer day is a _____. 	<p><u>Math Investigations</u></p> <p><u>Texas Curriculum Unit</u> Activity 7 Page 27</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 18 Lesson 7</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Cool Cubes and Hotdogs Page 234</p> <p><u>Making Connections with Measurement Grade 1 TEKS</u> Temperature – Activity Page 120 (Student Sheets pages 124, 131)</p> <p>Temperature Match Game Pages 125-127</p> <p>Review Questions Pages 133-137</p>