



Marietta City Schools  
District Unit Planner

*1st Grade*

Unit Name

*Unit 4: Exploring Meaningful Measurements*

Unit duration (Days)

*6-7 weeks*

[GA K-12 Standards](#)

*In this unit, students will use measurement tools to estimate, measure, describe and compare the measurement of objects with non-standard units with appropriate vocabulary including length, time and money.*

**1.MDR.6: Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.**

- **1.MDR.6.1** Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared.
- **1.MDR.6.2** Tell and write time in hours and half-hours using analog and digital clocks, and measure elapsed time to the hour on the hour using a predetermined number line.
- **1.MDR.6.3** Identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters.
- **1.MDR.6.4** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.

**1.MP.1-8 Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.**

- **1.MP.1** Make sense of problems and persevere in solving them.
- **1.MP.2** Reason abstractly and quantitatively.
- **1.MP.3** Construct viable arguments and critique the reasoning of others.
- **1.MP.4** Model with mathematics.
- **1.MP.5** Use appropriate tools strategically.
- **1.MP.6** Attend to precision.
- **1.MP.7** Look for and make use of structure.
- **1.MP.8** Look for and express regularity in repeated reasoning.

*The [Framework for Statistical Reasoning](#) and the [Mathematical Modeling Framework](#) should be taught throughout the units. The [K-12 Mathematical Practices](#) should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MPs 1, 3 and 6 should support the learning in every lesson.*

**Essential Questions/ I CAN Statements**

- I can estimate lengths of objects using non-standard units.
- I can measure lengths of objects using non-standard units.
- I can record lengths of objects using non-standard units.
- I can estimate lengths of objects using non-standard units.
- I can measure lengths of objects using non-standard units.
- I can record lengths of objects using non-standard units.
- I can tell time in hours using an analog clock.
- I can use the hour hand to tell time on an analog clock.
- I can tell time in hours and half-hours using analog and digital clocks.
- I can write time in hours and half-hours using analog and digital clocks.
- I can use my knowledge of time to ask and answer questions.
- I can identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters.
- I can compare the values of pennies, nickels, and dimes.
- I can identify and compare the value of pennies, nickels, dimes, and quarters.

**Tier II Vocabulary Words-** High Frequency Multiple Meaning

Estimate, compare, measure, length, iteration, time, number line, value, non-standard,

**Tier III Vocabulary Words-** Subject/ Content Related Words

Hour, half-hour, minute, analog clock, hands, digital clock, elapsed time, quarter, nickel, penny, dime, a.m./p.m.  
[K-12 Mathematics Glossary](#)

**Assessments**

**Formative Assessment(s):**

- MCS K-5 Activity & Assessment Collection
- MCS Mini
- MCS Mini
- MCS Mini

**Summative Assessment:**

*It is the responsibility of each schools' grade level PLC to identify appropriate instructional lessons and resources, based on data and student needs, using the suggested **pacing duration**. The following learning tasks have been vetted to align to the standards included in this unit. The GA Dept. of Education strongly recommends that any additional tasks, resources, and/or assessments used for instruction should be vetted using the [Quality Assurance Rubric](#), to ensure alignment to the state standards.*

Objective or Content	Learning Experiences		Differentiation Considerations
<p><b>1.MDR.6:</b> Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.</p>	<p style="text-align: center;"><b><u>GA DOE Learning Plans</u></b></p> <p><b><u>Measure and Compare</u></b>  <i>In this learning plan, students will estimate, measure, and record lengths of objects using non-standard units. (Suggested Timeframe 7-8 days)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Teacher Guidance</a></li> <li>● <a href="#">Student Reproducibles</a></li> <li>● <a href="#">Blackline Masters</a></li> </ul> <p><b><u>Estimating Measurements</u></b>  <i>In this learning plan, students will estimate, measure, and record lengths of objects using non-standard units. (Suggested Timeframe 5-6 days)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Teacher Guidance</a></li> <li>● <a href="#">Student Reproducibles</a></li> </ul> <p><b><u>It's Time!</u></b>  <i>In this learning plan, students will tell and write time in hours using analog and digital clocks. (Suggested Timeframe 5-6 days)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Teacher Guidance</a></li> <li>● <a href="#">Student Reproducibles</a></li> </ul> <p><b><u>Telling Time with The Hour Hand</u></b>  <i>In this learning plan, students will use the hour hand to tell time on analog clocks. (Suggested Timeframe 3-4 days)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Teacher Guidance</a></li> <li>● <a href="#">Student Reproducibles</a></li> <li>● <a href="#">Blackline Masters</a></li> </ul> <p><b><u>How Long Is A Minute?</u></b>  <i>In this learning plan, students will tell and write time in hours and half-hours using analog and digital clocks. (Suggested Timeframe 4-5 days)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Teacher Guidance</a></li> </ul>	<p style="text-align: center;"><b><u>MCS Curriculum Resources</u></b></p> <p><b><u>SAVVAS enVision Topic 12: Measure Lengths</u></b>  <i>Students use indirect measurement to compare two lengths. They measure length using nonstandard units.</i></p> <ul style="list-style-type: none"> <li>● Lesson 12-1: Compare and Order by Length</li> <li>● Lesson 12-2: Indirect Measurement</li> <li>● Lesson 12-3: Use Units to Measure Length</li> </ul> <p><b><u>SAVVAS enVision Topic 13: Time and Money</u></b>  <i>Students are introduced to the hour and minute hands on a clock. They tell time to the hour and half hour. Students also tell the value of coins and find the value of a group of coins.</i></p> <ul style="list-style-type: none"> <li>● Lesson 13-1: Tell the value of coins</li> <li>● Lesson 13-2: Find the value of a group of coins</li> <li>● Lesson 13-3: Understand the hour and minute hands</li> <li>● Lesson 13-4: Tell and write time to the hour</li> <li>● Lesson 13-5: Tell and write time to the half hour</li> </ul> <p><b><u>MIP Module 10: Measuring Lengths with Indirect Comparisons</u></b>  <i>The key ideas focused on in this module include comparing and ordering three objects by length, comparing the length of two objects based on a third object, measuring length by lining up objects end to end, understanding that the measurement of an object differs when different-size units are lined up.</i></p> <ul style="list-style-type: none"> <li>● Shorter or Longer, p. 234</li> <li>● Comparing Measurement with String, p. 239</li> <li>● Measuring with Square Color Tiles, p. 241-242</li> </ul> <p><b><u>MIP Module 11: Telling Time to the Hour and Half Hour</u></b>  <i>The key ideas focused on in this module include understanding the clock face, telling time to the hour and half hour, and</i></p>	<p><a href="#">Big Feet</a> - Create and use nonstandard units and tools to measure length.</p> <p><a href="#">Playing Favourites</a> - Pose, plan, analyze data</p>

	<p><b><u>Time For Bed</u></b>  <i>In this learning plan, students will collect data about such topics as their favorite method of preparing potatoes or their favorite pizza toppings. (Suggested Timeframe 5-6 days)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Teacher Guidance</a></li> <li>• <a href="#">Student Reproducibles</a></li> <li>• <a href="#">Blackline Masters</a></li> </ul> <p><b><u>Money, Money</u></b>  <i>In this learning plan, students will identify the value of and compare the values of pennies, nickels, and dimes. (Suggested Timeframe 4-5 days)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Teacher Guidance</a></li> <li>• <a href="#">Student Reproducibles</a></li> <li>• <a href="#">Blackline Masters</a></li> </ul> <p><b><u>Mystery Coins</u></b>  <i>In this learning plan, students will compare the values of pennies, nickels, and dimes. (Suggested Timeframe 3-4 days)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Teacher Guidance</a></li> <li>• <a href="#">Student Reproducibles</a></li> <li>• <a href="#">Blackline Masters</a></li> </ul> <p><b><u>Representing Coin Sets</u></b>  <i>In this learning plan, students will identify and compare the value of quarters and compare the values of pennies, nickels, dimes, and quarters. (Suggested Timeframe 3-4 days)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Teacher Guidance</a></li> <li>• <a href="#">Student Reproducibles</a></li> <li>• <a href="#">Blackline Masters</a></li> </ul>	<p><i>connecting analog and digital displays.</i></p> <ul style="list-style-type: none"> <li>• Exploring the Hour Hand, p. 249-251</li> <li>• Match the Clocks, p. 263</li> <li>• Digital and Analog: Predict and Check, p. 259-261</li> </ul> <p><b><u>MIP Module 12: Working with Money</u></b>  <i>The key ideas focused on in this module include recognizing coins, knowing the value of each coin, counting sets of like coins (pennies, nickels, dimes).</i></p> <ul style="list-style-type: none"> <li>• Coin Frames, p. 271-272</li> <li>• Counting Pennies and Dimes, p. 274</li> </ul>	
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## Content Resources

### MCS Links:

- [MCS Math GR1 Curriculum Map](#)
- [MCS Math Instructional Framework](#)

### GA DOE Links:

Access all GADOE Curriculum Resources at the following site: [GaDOE Inspire](#).

### Additional Resources:

- Suggested Tools: nonstandard units of measurement, clocks, pennies, nickels, dimes, quarters
- [Time Number Line Video](#)
- [Elapsed Time Clocks](#)