







Trimester	Unit Title	Recommended Instructional Days
3	Measurement	7 - 9 days
<b>Domain: Measurement</b>		
<p><b>Strand:</b></p> <p> <b>1.M.A.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p> <b>1.M.A.2</b> 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p style="text-align: center;">  <b>Major Cluster</b>                 <b>Supporting Cluster</b>                 <b>Additional Cluster</b>                 <b>Climate Change Opportunity</b> </p>		
<p><b>Progress Indicator:</b> ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments</p>		
<b>Mathematical Practices:</b>		
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		

**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CLKS within Unit**

**Essential Questions:**

Lesson 15.1: How long is an inch?

Lesson 15.2: How do you use a ruler?

Lesson 15.3: How can you measure without a ruler?

Lesson 15.4: What is a centimeter?

Lesson 15.5: How can you order objects by their length?

**Essential Understandings:**

Lesson 15.1: Use 1-inch tiles to estimate lengths.

Lesson 15.2: Use a ruler to measure the length of an object to the nearest inch.

Lesson 15.3: Use an object with a known length to estimate the length of another object.

Lesson 15.4: Measure length to the nearest centimeter using a centimeter ruler.

Lesson 15.5: Order objects by length.

**Vocabulary**

- estimate
- inch
- inch ruler
- centimeter
- centimeter ruler
- longest
- shortest

**Suggested Activity Description:**

Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLs, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

**Interdisciplinary Connections:**

**Science:**

**(Lesson 15.5)**

Materials: Classroom plants

1. Have children observe potted plants in the classroom. Discuss what the plants need to grow (air, water, and light) and how they get what they need.

2. Have children compare the heights of three plants and arrange them to show shortest to tallest or tallest to shortest.

**Social Studies:  
(Lesson 15.5)**

Materials: Pictures of the Statue of Liberty, string

1. Display pictures of the Statue of Liberty. Explain that for more than 100 years, it has been a symbol of liberty for people coming to the United States from other countries.
2. Cut a 4-foot long piece of string and attach it to a wall in the classroom. Tell children that the statue’s nose is about as long as the string. Ask children to name classroom objects that are longer and shorter than the string.

**Language Arts:**

1. Carla’s Bookcase - (From the Differentiated Centers Kits Grab and Go)

**Spot Light On:** Define "include" with examples.

<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>
<p>SEL Competencies:</p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Social Awareness</li> <li>• Self- Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Identify and apply ways to persevere through alternative methods to achieve goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>
<b>Assessments (Formative) To show evidence of meeting the standard/s, students will successfully engage within:</b>	<b>Assessments (Summative) To show evidence of meeting the standard/s, students will successfully complete:</b>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</li> </ul>	<p><b>Benchmarks &amp; Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Chapter/Unit Assessments • Standardized Tests • Project-based Assessments</li> </ul>

<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks • Online math manipulatives</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit,	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

	provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s): Money Management</b>		
	<b>Core Ideas:</b>	To be fiscally responsible, an individual’s finances should align with his or her values and goals	
	<b>Performance Expectation/s:</b>	9.1.2.FP.2: Differentiate between financial wants and needs.	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<p>Act as a responsible and contributing community member and employee.            Attend to financial well-being.            Consider the environmental, social and economic impacts of decisions.            Demonstrate creativity and innovation.            Utilize critical thinking to make sense of problems and persevere in solving them.            Model integrity, ethical leadership and effective management.            Plan education and career paths aligned to personal goals.            Use technology to enhance productivity, increase collaboration and communicate effectively.            Work productively in teams while using cultural/global competence.</p>		

New Jersey Legislative Statutes and Administrative Code  
(place an “X” before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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