

Measurement and Data: Grade 1

Stage 1 Desired Results

ESTABLISHED GOALS: <u>Competencies:</u> • Students will demonstrate the ability to measure by comparing and describing length with whole number units and time with whole and half-hours • Students will demonstrate the ability to represent and interpret data by categorizing and comparing <u>Content Standards:</u> • 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. • 1.MD.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.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. • 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. • MP1 Make sense of problems and persevere in solving them. • MP3 Construct viable arguments and critique the reasoning of others. • MP5 Use appropriate tools strategically. • MP6 Attend to precision.	Transfer	
	<i>Students will be able to independently use their learning to use measurement processes in everyday life and organize data to construct meaning.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> • measurement processes are used in everyday life to describe and quantify the world. • data displays describe and represent data in alternative ways.	ESSENTIAL QUESTIONS • What if the world had no clocks? • Which is better, to be organized or to be messy?
	Acquisition	
	<i>Students will know...</i> • that some attributes of objects are measureable and can be quantified using unit amounts. • that time is measureable and can be broken into units. • that questions can be answered by collecting, organizing, and analyzing data. • that data represents real world objects and ideas. • that data can be represented in different forms. <u>vocabulary:</u> length, height, longer than, shorter than, taller, smaller, same-size, measure, measurement, order, units, analog clock, digital clock, hour, half-hour, time, hour, minute, hour hand, minute hand, o'clock, half-past, data points, graphs, bar graph, picture graph, line graph, data, more, most, less, fewer, fewest, categories, equal, standard measure, non-standard measure, compare, difference, different, sort	<i>Students will be skilled at...</i> • ordering three objects by length. • identifying the length of an object as a whole number of length units. • comparing the lengths of two objects indirectly by using a third object (a pencil, a shoe, a cube). • measuring with non-standard units by laying multiple copies of a shorter object end to end. • telling and writing time to the hour and half-hour using analog and digital clocks. • organizing, representing, and interpreting data with up to three categories (Pets: dog, cat, bird). • asking and answering questions about the total number of data points: how many in each category, how many more or less are in one category than in another, etc. • adding mixed coins (pennies, dimes and nickels).
Content Area Literacy Standards		21st Century Skills
not applicable		• <i>initiative and self-direction</i> • <i>productivity and accountability</i> • <i>make judgments and decisions</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	not applicable
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	