







Elementary - 1st Grade Math

North Boone CUSD 200

UNITS (6/6 SELECTED)

SUGGESTED DURATION

 Unit 1: Ways to Add & Subtract	<i>5 lessons</i>
 Unit 2: Addition and Subtraction Situations & Data	<i>25 lessons</i>
 Unit 3: Numbers to 120	<i>13 lessons</i>
 Unit 4: Addition and Subtraction in Base Ten	<i>14 lessons</i>
 Unit 5: Geometry	<i>12 lessons</i>
 Unit 6: Measurement	<i>8 lessons</i>

Unit 1: Ways to Add & Subtract

Elementary - 1st Grade Math - Last Updated on July 16, 2021

STANDARDS

National Common Core State Standards - Grade 1 - Mathematics

CCSS.Math.Content.1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.1.OA.C.6

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

CCSS.Math.Content.1.OA.A.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.1.OA.B.3

Apply properties of operations as strategies to add and subtract.

CCSS.Math.Content.1.OA.D.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

CCSS.Math.Content.1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

CCSS.Math.Content.1.OA.C.5

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

CCSS.Math.Content.1.OA.B.4

Understand subtraction as an unknown-addend problem.

CCSS.Math.Content.1.OA.A

Represent and solve problems involving addition and subtraction.

Unit 1: Ways to Add & Subtract

Elementary - 1st Grade Math - Last Updated on July 16, 2021

CCSS.Math.Content.1.OA.B
Understand and apply properties of operations and the relationship between addition and subtraction.
CCSS.Math.Content.1.OA.C
Add and subtract within 20.
CCSS.Math.Content.1.OA.D
Work with addition and subtraction equations.

PRIORITY STANDARDS

CCSS.Math.Content.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

CCSS.Math.Content.1.OA.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract.

CCSS.Math.Content.1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Unit 1: Ways to Add & Subtract

Elementary - 1st Grade Math - Last Updated on July 16, 2021

LEARNING PLAN

Learning Targets / Focusing Questions:

- I can represent addition using equations, pictures, and objects.
- I can count on to add.
- I can find the sum of 10 and some more.
- I can use the make a ten strategy to help add.
- I can identify, represent, and solve doubles facts.
- I can use doubles facts to help add other facts.
- I can choose a strategy to solve an addition problem.
- I can represent subtraction using equations, pictures, and objects.
- I can count back to solve a subtraction problem.
- I can count on to solve a subtraction problem.
- I can use addition to solve a subtraction problem.
- I can make a ten to solve a subtraction problem.
- I can choose a strategy to solve a subtraction problem.
- I can use objects and draw to show that the sum stays the same when the order of the addends changes.
- I can show that when you change the order of addends the sum stays the same.
- I can use objects and draw to show how to add three numbers.
- I can use strategies to decide how to add three numbers.
- I can find the sum of three numbers to solve word problems.
- I can draw and write to show whether an equation is true or false.
- I can quickly solve addition facts within 10.
- I can use addition to help solve a subtraction problem.
- I can represent related facts in different ways. I can use related facts to find unknown numbers.
- I can tell when addition and subtraction facts are related to each other.
- I can use a related addition fact to check the answer to a subtraction problem.
- I can use a related subtraction fact to find an unknown addend.
- I can solve problems that have an unknown addend.
- I can quickly solve subtraction facts within 10.

Unit Resources:

- HMH Into Math 2020 - Grade 1

Summary of Learning Activities:

Trimester 1

- Module 1: Addition Strategies

Unit 1: Ways to Add & Subtract

Elementary - 1st Grade Math - Last Updated on July 16, 2021

- 1.1 Represent Addition
- 1.2 Count On
- 1.3 Add 10 More
- 1.4 Make a 10 to Add
- 1.5 Add Doubles
- 1.6 Use Known Sums to Add
- 1.7 Choose a Strategy to Add
- Module 2: Subtraction Strategies
 - 2.1 Represent Subtraction
 - 2.2 Count Back
 - 2.3 Count on to Subtract
 - 2.4 Add to Subtract
 - 2.5 Use 10 to Subtract
 - 2.6 Choose a Strategy to Subtract
- Module 3: Properties of Operations
 - 3.1 Represent Addition in Any Order
 - 3.2 Add in Any Order
 - 3.3 Represent Addition of 3 Numbers
 - 3.4 Add 3 Numbers
 - 3.5 Add 3 Numbers to Solve Problems
 - 3.6 Determine Equal and Not Equal
 - 3.7 Develop Fluency in Addition
- Module 4: Apply the Addition and Subtraction Relationship
 - 4.1 Think Addition to Subtract
 - 4.2 Represent Related Facts
 - 4.3 Identify Related Facts
 - 4.4 Use Addition to Check Subtraction
 - 4.5 Use Subtraction to Find an Unknown Addend
 - 4.6 Solve for the Unknown Addend
 - 4.7 Develop Fluency in Subtraction

Unit 2: Addition and Subtraction Situations & Data

Elementary - 1st Grade Math - Last Updated on July 16, 2021

STANDARDS

National Common Core State Standards - Grade 1 - Mathematics
CCSS.Math.Content.1.OA.A.1
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
CCSS.Math.Content.1.OA.D.8
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
CCSS.Math.Content.1.MD.C.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.
CCSS.Math.Content.1.OA.A
Represent and solve problems involving addition and subtraction.
CCSS.Math.Content.1.OA.D
Work with addition and subtraction equations.
CCSS.Math.Content.1.MD.C
Represent and interpret data.

PRIORITY STANDARDS

CCSS.Math.Content.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

CCSS.Math.Content.1.MD.C.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.

Unit 2: Addition and Subtraction Situations & Data

Elementary - 1st Grade Math - Last Updated on July 16, 2021

LEARNING PLAN

Learning Targets / Focusing Questions:

- I can add or subtract to solve word problems when the result is unknown and represent the problem with objects, drawings, and equations.
- I can add or subtract to solve word problems when the change is unknown and represent the problem with objects, drawings, and equations.
- I can add or subtract to solve word problems when the start is unknown and represent the problem with objects, drawings, and equations.
- I can write equations to solve word problems when the result, change, or start is unknown.
- I can solve word problems when the total is unknown and represent the problem with objects, drawings, and equations.
- I can solve word problems when both addends are unknown and represent the problem with objects, drawings, and equations.
- I can solve word problems when one addend is unknown and represent the problem with objects, drawings, and equations.
- I can make a visual model to solve word problems when the total is unknown.
- I can make a visual model to solve word problems when one or both addends are unknown.
- I can solve word problems when the total is unknown or when one or both addends are unknown.
- I can choose ways to solve word problems to find unknown sums, differences, or addends.
- I can solve addition and subtraction problems to find how many more and how many fewer.
- I can solve a word problem to find the bigger unknown amount.
- I can solve a word problem to find the smaller unknown amount.
- I can use visual models and write equations to solve word problems that compare to find an unknown difference.
- I can use visual models and write equations to show bigger and smaller unknowns.
- I can use different strategies to solve word problems.
- I can write equations to model word problems.
- I can read a picture graph and use the graph to answer questions, such as how many more.
- I can make a picture graph to organize information and use the graph to answer questions.
- I can read a tally chart and use the chart to answer questions.
- I can make a tally chart to organize information and use it to answer questions.
- I can read a bar graph and use the graph to answer questions.
- I can make a bar graph to organize information and use it to answer questions.
- I can use information given in a word problem to make a tally chart or bar graph to solve the problem.

Unit Resources:

- HMH Into Math 2020 - Grade 1

Summary of Learning Activities:

Unit 2: Addition and Subtraction Situations & Data

Elementary - 1st Grade Math - Last Updated on July 16, 2021

Trimester 1

- Module 5: Understand Add To and Take From Problems
 - 5.1 Represent Result Unknown Problems with Objects and Drawings
 - 5.2 Represent Change Unknown Problems with Objects and Drawings
 - 5.3 Represent Start Unknown Problems with Objects and Drawings
 - 5.4 Solve Add To and Take From Problems

Trimester 2

- Module 6: Understand Put Together and Take Apart Problems
 - 6.1 Represent Total Unknown Problems with Objects and Drawings
 - 6.2 Represent Both Addends Unknown Problems w/ Objects & Drawings
 - 6.3 Represent Addend Unknown Problems with Objects and Drawings
 - 6.4 Represent Total Unknown Problems with a Visual Model
 - 6.5 Represent Addend Unknown & Both Addends Unknown Problems w/ a Visual Model
 - 6.6 Solve Put Together and Take Apart Problems
 - 6.7 Solve Addition and Subtraction Problems
- Module 7: Understand Compare Problems
 - 7.1 Represent Difference Unknown Problems w/ Objects & Drawings
 - 7.2 Represent Bigger Unknown Problems w/ Objects & Drawings
 - 7.3 Represent Smaller Unknown Problems w/ Objects and Drawings
 - 7.4 Represent Difference Unknown Problems w/ a Visual Model
 - 7.5 Represent Bigger Unknown & Smaller Unknown Problems w/ a Visual Model
 - 7.6 Use Strategies to Solve Compare Problems
 - 7.7 Solve Addition and Subtraction Situations
- Module 8: Data
 - 8.1 Interpret Picture Graphs
 - 8.2 Represent Data w/ Picture Graphs
 - 8.3 Interpret Tally Charts
 - 8.4 Represent Data w/ Tally Charts
 - 8.5 Interpret Bar Graphs
 - 8.6 Represent Data w/ Bar Graphs
 - 8.7 Use Data to Solve Problems

Unit 3: Numbers to 120

Elementary - 1st Grade Math - Last Updated on July 16, 2021

STANDARDS

National Common Core State Standards - Grade 1 - Mathematics

CCSS.Math.Content.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

CCSS.Math.Content.1.OA.D.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

CCSS.Math.Content.1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

CCSS.Math.Content.1.NBT.B.2a

10 can be thought of as a bundle of ten ones — called a "ten."

CCSS.Math.Content.1.NBT.B.2b

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CCSS.Math.Content.1.NBT.B.2c

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

CCSS.Math.Content.1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

CCSS.Math.Content.1.OA.D

Work with addition and subtraction equations.

CCSS.Math.Content.1.NBT.A

Extend the counting sequence.

CCSS.Math.Content.1.NBT.B

Understand place value.

Unit 3: Numbers to 120

Elementary - 1st Grade Math - Last Updated on July 16, 2021

PRIORITY STANDARDS

CCSS.Math.Content.1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

CCSS.Math.Content.1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

CCSS.Math.Content.1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Unit 3: Numbers to 120

Elementary - 1st Grade Math - Last Updated on July 16, 2021

LEARNING PLAN

Learning Targets / Focusing Questions:

- I can represent a number from 11 to 19 as a ten and ones with objects and drawings.
- I can write to represent a number from 11 to 19 as ten and ones in three different ways.
- I can represent groups of ten from 10 to 90 as tens and ones and show the number with objects and drawings.
- I can count forward from any number up to 120.
- I can use objects to show a two-digit number as tens and ones.
- I can draw to show a two-digit number as tens and ones.
- I can show a two-digit number as tens and ones in different ways.
- I can read and write numbers from 100 to 110 and show the numbers with objects and drawings.
- I can read and write numbers from 110 to 120 and show the numbers with objects and drawings.
- I can use tens and ones to compare two-digit numbers and find which is greater.
- I can use tens and ones to compare two-digit numbers and find which is less.
- I can use the symbols $<$, $>$, and $=$ to compare two-digit numbers.
- I can compare two-digit numbers to solve problems.

Unit Resources:

- HMH Into Math 2020 - Grade 1

Summary of Learning Activities:

Trimester 2

- Module 9: Understand Place Value
 - 9.1 Make Ten and Ones
 - 9.2 Understand Ten and Ones
 - 9.3 Make Tens
- Module 10: Count and Represent Numbers
 - 10.1 Count to 120
 - 10.2 Represent Numbers as Tens and Ones w/ Objects
 - 10.3 Represent Numbers as Tens and Ones w/ Drawings
 - 10.4 Decompose Numbers in Different Ways
 - 10.5 Represent, Read, and Write Numbers from 100 to 110
 - 10.6 Represent, Read, and Write Numbers from 110 to 120

Trimester 3

- Module 11: Compare Numbers
 - 11.1 Understand Greater Than
 - 11.2 Understand Less Than
 - 11.3 Use Symbols to Compare

Unit 3: Numbers to 120

Elementary - 1st Grade Math - Last Updated on July 16, 2021

- 11.4 Compare Numbers

Unit 4: Addition and Subtraction in Base Ten

Elementary - 1st Grade Math - Last Updated on July 16, 2021

STANDARDS

National Common Core State Standards - Grade 1 - Mathematics

CCSS.Math.Content.1.NBT.C.4

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

CCSS.Math.Content.1.NBT.C.5

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

CCSS.Math.Content.1.OA.C.6

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

CCSS.Math.Content.1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

CCSS.Math.Content.1.NBT.C.6

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

CCSS.Math.Content.1.OA.C

Add and subtract within 20.

CCSS.Math.Content.1.OA.D

Work with addition and subtraction equations.

CCSS.Math.Content.1.NBT.C

Use place value understanding and properties of operations to add and subtract.

Unit 4: Addition and Subtraction in Base Ten

Elementary - 1st Grade Math - Last Updated on July 16, 2021

PRIORITY STANDARDS

CCSS.Math.Content.1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

CCSS.Math.Content.1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

CCSS.Math.Content.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

CCSS.Math.Content.1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Unit 4: Addition and Subtraction in Base Ten

Elementary - 1st Grade Math - Last Updated on July 16, 2021

LEARNING PLAN

Learning Targets / Focusing Questions:

- I can add multiples of ten with multiples of ten.
- I can subtract multiples of ten from multiples of ten.
- I can add and subtract multiples of ten.
- I can use a hundred chart to add two-digit numbers with one-digit numbers or multiples of ten.
- I can show how to add a one-digit number or a multiple of ten to a two-digit number by combining tens and ones.
- I can use the *make a ten* strategy to add a two-digit number and a one-digit number.
- I can use a visual model to show how to use the make a ten strategy to add a two-digit number and a one-digit number.
- I can show 10 less or 10 more than a number without having to count.
- I can use a hundred chart to add or subtract two-digit numbers.
- I can use place value to add two-digit numbers.
- I can use place value to subtract tens.
- I can choose strategies to solve two-digit addition and subtraction problems.
- I can solve addition and subtraction facts to 20.
- I can add and subtract with two-digit numbers.

Unit Resources:

- HMH Into Math 2020 - Grade 1

Summary of Learning Activities:

Trimester 3

- Module 12: Understand Addition and Subtraction with Tens and Ones
 - 12.1 Represent Adding Tens
 - 12.2 Represent Subtracting Tens
 - 12.3 Add or Subtract Tens
 - 12.4 Use a Hundred Chart to Add
 - 12.5 Represent Addition w/ Tens and Ones
 - 12.6 Represent Make Ten to Add
 - 12.7 Represent Make Ten to Add w/ a Visual Model
 - 12.8 Use Mental Math to Find 10 Less and 10 More
- Module 13: Two-Digit Addition and Subtraction
 - 13.1 Use a Hundred Chart to Show 2-Digit Addition & Subtraction
 - 13.2 Understand and Explain Place Value Addition
 - 13.3 Understand and Explain Place Value Subtraction
 - 13.4 Solve Two-Digit Addition and Subtraction Problems

Unit 4: Addition and Subtraction in Base Ten

Elementary - 1st Grade Math - Last Updated on July 16, 2021

- 13.5 Practice Fact to 20
- 13.6 Practice Two-Digit Addition and Subtraction

Unit 5: Geometry

Elementary - 1st Grade Math - Last Updated on July 16, 2021

STANDARDS

National Common Core State Standards - Grade 1 - Mathematics

CCSS.Math.Content.1.G.A.2

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

CCSS.Math.Content.1.G.A.1

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

CCSS.Math.Content.1.G.A.3

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

CCSS.Math.Content.1.G.A

Reason with shapes and their attributes.

PRIORITY STANDARDS

CCSS.Math.Content.1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Unit 5: Geometry

Elementary - 1st Grade Math - Last Updated on July 16, 2021

LEARNING PLAN

Learning Targets / Focusing Questions:

- I can describe, build, and draw three-dimensional shapes.
- I can combine three-dimensional shapes to make a new shape.
- I can make new three-dimensional shapes by putting together combined shapes.
- I can use defining features to sort and identify two-dimensional shapes.
- I can use defining features to build and draw two-dimensional shapes.
- I can put two-dimensional shapes together to make a named shape.
- I can put two-dimensional shapes together to make new shapes.
- I can put combined shapes together to make a new shape.
- I can identify and represent how shapes that are the same size and shape can make circles and rectangles.
- I can identify and represent equal shares and unequal shares in circles and rectangles.
- I can identify and represent halves of circles and rectangles.
- I can identify and represent fourths of circles and rectangles.

Unit Resources:

- HMH Into Math 2020 - Grade 1

Summary of Learning Activities:

Trimester 3

- Module 14: Three Dimensional Shapes
 - 14.1 Describe and Draw Three-Dimensional Shapes
 - 14.2 Compose Three-Dimensional Shapes
 - 14.3 Make New Three-Dimensional Shapes
- Module 15: Two Dimensional Shapes
 - 15.1 Sort two-Dimensional Shapes by Attribute
 - 15.2 Describe and Draw Two-Dimensional Shapes
 - 15.3 Compose Two-Dimensional Shapes
 - 15.4 Identify Composed Shapes
 - 15.5 Make New Two-Dimensional Shapes
- Module 16: Fraction Foundations
 - 16.1 Take Apart Two-Dimensional Shapes
 - 16.2 Identify Equal or Unequal Shares
 - 16.3 Partition Shapes into Halves
 - 16.4 Partition Shapes into Fourths

Unit 6: Measurement

Elementary - 1st Grade Math - Last Updated on July 16, 2021

STANDARDS

National Common Core State Standards - Grade 1 - Mathematics

CCSS.Math.Content.1.MD.A.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.

CCSS.Math.Content.1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

CCSS.Math.Content.1.MD.A.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

CCSS.Math.Content.1.MD.A

Measure lengths indirectly and by iterating length units.

CCSS.Math.Content.1.MD.B

Tell and write time.

PRIORITY STANDARDS

CCSS.Math.Content.1.MD.A.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.

CCSS.Math.Content.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.

Unit 6: Measurement

Elementary - 1st Grade Math - Last Updated on July 16, 2021

LEARNING PLAN

Learning Targets / Focusing Questions:

- I can order three objects by length.
- I can compare the lengths of two objects indirectly using the length of a third object.
- I can measure the length of objects using units that are same size.
- I can make a measuring tool with units that are the same size and measure objects using the tool.
- Tell and write time in hours and half-hours using analog and digital clocks.
- I can tell time to the half hour using the hour hand.
- I can tell time to the hour and half hour using the hour and minute hand.
- I can tell time to the hour and half hour.

Unit Resources:

- HMH Into Math 2020 - Grade 1

Summary of Learning Activities:

Trimester 3

- Module 17: Measure Length
 - 17.1 Order Length
 - 17.2 Use Indirect Measurement to Compare Length
 - 17.3 Use Nonstandard Units to Measure Length
 - 17.4 Make a Nonstandard Measuring Tool
- Module 18: Measure Time
 - 18.1 Understand Time to the Hour
 - 18.2 Understand Time to the Half-Hour
 - 18.3 Tell Time to the Hour and Half-Hour
 - 18.4 Practice Time to the Hour and Half-Hour