Module [3] Understanding: Ordering and Comparing Length Measurements as Numbers	**Grade level: [1st]** **(Standards shaded represent the focus standards for the module.)**
Subject Area: Math	**Time Frame: 3 weeks**
Designed By:1st Grade Instructional Team	**Beginning Date:**
School: Morrilton Primary School	**Ending Date:**

Stage 1 – Desired Results

Standards:

1.OA.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.

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.

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.

Goal(s):

Represent and be able to solve addition and subtraction word problems using objects, drawings, and equations with a symbol for the unknowns in all positions.

Goal(s): Conti.-
Add and subtract within 20 using various strategies such as counting on from larger numbers, making 10, decomposing a number, relating addition and subtraction (fact families), and using doubles to find the sum.
Order and compare the lengths of three objects.
Express the length of an object as length units to measure with no gaps or overlays.
Organize, construct, compare, and interpret data.
Essential Question(s):
Describe the difference between taking apart and putting together?
Explain the difference between adding to and taking from?
How do the lengths of the three objects compare to the lengths of these two objects?
Can you identify the length of an object using length units?
What do these data points tell about the data?
Can you think of another way to represent the data?

Students will know…	**Students will be able to…**
Word Problems Addition and Subtraction Length comparisons Length units Data Interpretation(s) Data Comparison(s) Graph Construction	Represent the process of taking apart, putting together (addition), adding to, and taking from (subtraction). Compare lengths of multiple objects. Measure using different length units. Organize, construct, compare, and interpret data.

Stage 2 – Acceptable Evidence	
Performance Tasks:	**Other Evidence:**
• Use story problems to find sums and differences. • Use balance scale for teaching the equal sign. • Use independent practice • Use interactive lesson on the SMARTboard • Class graphing • Measuring on the SMARTboard (activities from smart.exchange) • Construct Graphs • Measure by length units • Interpret and compare data	• Math journals • Observation, math journal and student explanation • Formative assessment • Peer/teacher observation • Summative Assessment

Stage 3: Part 1 – Weekly Learning Plan

Week	Activities/Lessons	Assessments	Materials	CCSS	
1&2	Use manipulatives to demonstrate the addition and subtraction concept of joining and separating and discuss the equal sign. (Add and subtract within 20, fluency within 10)	• Minute Math • Daily Math Review • Independent Practice	• Counting Collections • Math forms	1.OA.1 1.OA.7	
1&2	Students may use "tools" to solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	• CGI problem Join Start Unknown (JSU)	• Math Journals	1.OA.1 1.OA.6 1.OA.3	
1&2	Write numbers in math journal beginning with 0-110	• Observation	• Math Journals	1.NBT.1	
1	Non- Standard Measurement Teddy and Me	• Non-standard measurement assessment • Smartboard activity • Measure around the room	• Math Journals • Mathland	1.MD.1 1.MD.2	
2	Standard Measurement with Rulers	• Math forms	• Mathland • Rulers	1.MD.1 1.MD.2	

3	Use manipulatives to demonstrate the addition and subtraction concept of joining and separating and discuss the equal sign. (Add and subtract within 20, fluency within 10)	• Minute Math • Daily Math Review • Independent Practice	• Counting Collections • Math forms	1.OA.1 1.OA.7	
3	Write numbers in math journal beginning with 0-110	• Observation	• Math Journals	1.NBT.1	
3	Students may use "tools" to solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	• CGI problem Separate Start Unknown (SSU)	• Math Journals	1.OA.1 1.OA.6 1.OA.3	
3	Graphing	• Create and interpret graphs on the Smartboard • Class Polling and interpreting different graphs. • Graph questioning	• Smartboard • Math forms	1.MD.4	