

Grade: 1 Subject: Mathematics	Unit of Study: Unit 10 – Measurement
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Understanding measurement with nonstandard units, inches, centimeters and weight and capacity.</li> <li>• Unit 10 reviews and builds on children’s understanding of units of length. Previously, children took measurements from drawings of rulers with objects placed next to them. In this unit, children take active charge of the measuring process and position the rulers themselves. Additional activities have children measure to distinguish squares from other rectangles, record measurements in tables, explore weight and capacity, and build estimation skills.</li> <li>• Measurement with nonstandard units and inches</li> <li>• Measurement with centimeters</li> <li>• Weight, capacity, and estimation</li> </ul>
<b>Enduring Understanding</b>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Measurement is a way of making a comparison and describing a relationship between objects and items in our world?</li> <li>• We have standard units of measurement to help understand our world better.</li> <li>• We have different units of measurement for different properties: length, width, height, weight, capacity, perimeter, temperature and time.</li> <li>• Measuring or reading measurements is a part of life every single day.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is measurement?</li> <li>• How would our world be different without measurement?</li> <li>• What kinds of things do you measure?</li> <li>• Why do we need a standard unit of measurement?</li> <li>• How can you tell the inch scale from the centimeter?</li> <li>• How do you measure weight and capacity?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Measure objects and drawings with nonstandard units.</li> <li>• Understand the terms <i>measurement</i> and <i>rounding</i>.</li> <li>• Round to the nearest whole number.</li> <li>• Understand the need for standard units of measure.</li> <li>• Recognize an inch as a standard unit of measure.</li> <li>• Use an inch ruler accurately.</li> <li>• Round to the nearest whole number.</li> </ul>

	<ul style="list-style-type: none"> <li>• Measure length and height in inches.</li> <li>• Estimate lengths and round to the nearest inch.</li> <li>• Measure line segments and geometric shapes.</li> <li>• Distinguish a square from other rectangles by measuring sides.</li> <li>• Understand and apply the terms length and width.</li> <li>• Measure in centimeters.</li> <li>• Round and estimate lengths in centimeters.</li> <li>• Create a table of measurements of classroom objects.</li> <li>• Measure geometric shapes in centimeters.</li> <li>• Understand that the opposite sides of a rectangle are equal.</li> <li>• Create a measurement table.</li> <li>• Measure objects in centimeters and inches.</li> <li>• Create table of measurements.</li> <li>• Explore nonstandard units of weight and capacity.</li> <li>• Compare and order objects by weight.</li> <li>• Identify and compare units of capacity.</li> <li>• Explore estimation using a benchmark.</li> <li>• Round to estimate sums.</li> <li>• Find reasonable answers.</li> <li>• Estimate and measure weight and capacity.</li> <li>• Find customary capacity.</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>1.MD.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></li> <li>• <b>1.MD.A.4:</b> 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.</li> <li>• <b>1.G.A.1:</b> 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.</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• First Grade Math Expressions, Math Journals, manipulatives, Math themed literature, IXL Mathematics</li> </ul>