



Alloway Township School

Home of the Tigers

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Grade 1 Unit 6— Dates: 4/14/25 - 6/3/25

Rationale for Unit 6 Expectations

In Unit 6, learners extend their knowledge from Kindergarten that length is a measurable attribute of shapes, and explore measuring lengths of objects. They compare the lengths of two objects indirectly and lay multiple copies of a shorter object to measure a longer object. These concrete experiences with measurement build a foundation for measurement in second grade.

Unit 6 concludes with learners extending their geometric understanding from Kindergarten as they identify defining and non-defining attributes of shapes. They extend their understanding of composite two-dimensional shapes to create composite three-dimensional shapes and to compose new shapes from composite three-dimensional shapes.

Unit 6 Description & Expectations

Days of Instruction: 27 days (iReady Diagnostic 3 completed during independent centers.)

Unit Completion Date: U5 - 5/17 , U6 - 6/7

Unit Topics/Themes: (Themes are listed in the TG Table of Contents)

[Topic: Lesson 22 - Shapes](#)

[Topic: Lesson 23- Break Shapes into Equal Parts](#)

[Topic: Lesson 24 - Tell Time](#)

[Topic: Lesson 25 - Compare and Order Lengths](#)

[Topic: Lesson 26 - Measure Length](#)

Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
Guidelines		
30-45 minutes of daily instruction using Core Resources	30-45 minutes of daily differentiation	
<p>Number Sense Making Routines: (5-10 minutes daily) Number sense is built through experiences. Vary your sense making routines based on the needs of your classroom. They may be a whole group activity, but they also may be done as a small group depending upon the need. Example areas of focus: Verbal Counting, Object Counting, Cardinality, Subitizing, Spatial Relationships, One/Two More & Less, Benchmark Numbers, Part-Part-Whole, Magnitude, etc.</p> <p>Core Resource for Whole Group Instruction: Ready Classroom Math (30-45 minutes daily)</p> <p>Ready Classroom Math design & expectations:</p> <ul style="list-style-type: none"> ● Understand Lessons - Focus on developing conceptual understanding and 	<p>Number of groups to meet with each day: two</p> <p>When planning for differentiation, it is important to first think about what each student needs. You may have different focuses for different groups of students. Below are suggestions to consider when planning for small group differentiated instruction.</p> <p>Gifted Students: When</p>	<p>Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.</p>

help students connect new concepts to familiar ones as they learn new skills and strategies.

- **Strategy Lessons** - Focus on helping students persevere in solving problems, discuss solution strategies, and compare multiple representations through the *Try-Discuss-Connect* routine. Strategy Lessons are taught over multiple days (usually 3-5 days) and consist of different sessions.
 - **Explore Session(s)** follow the *Try-Discuss-Connect Routine* and draw on students' prior knowledge and make connections to new concepts.
 - **Develop Session(s)** develop strategies and understanding through problem solving and discourse.
 - **Refine Session(s)** are when students work independently with a partner, while the teacher monitors performance and differentiates instruction.

Try - Discuss - Connect Routine is primarily used in Explore and Develop Sessions in Ready Math. Each Step in this routine will have expected Language Routines, Teacher Moves and Conversation Tips. *Language Routines* are predictable, repeatable formats that help students process word problems and communicate their growing understanding. *Teacher Moves* are powerful facilitation techniques to guide conversations in which students talk with each other rather than responding to the teacher. *Conversation Tips* are specific hints that show students what it means to engage in academic discourse. The six tips show students what it means to participate in academic discourse: listening attentively, explaining ideas, justifying, building on the ideas of others, disagreeing respectfully and making connections.

- **Try It** - The teacher displays the *Start* question to draw on prior knowledge to the day's session. The teacher guides students in making sense of the problem, and to slow down to recognize and understand important information in the problem before beginning to solve. Teacher

planning for students who are gifted, consider differentiating the content, process or product.

Tier I Remedial Groups: When planning for remedial work (additional work on grade level concepts), identify your Essential Understandings, Objectives, Standards, skills being taught, and Learner Outcomes, then, anticipate the most common unique needs and common misconceptions.

Doing this will help you to plan effectively, and form groups based on daily exit tickets and Ready Unit Prerequisite Report. Support students using scaffolding and/or additional practice for grade level concepts and skills.

Tier II or Tier III Remedial Groups: When planning your grade level instruction for students that are in Tier II or Tier III considerations of each individual students' Math Intervention Plan need to be taken. Interventions and number sense relationships should be leveraged to support

displays the problem and uses:

- *Language Routines* - Three Reads, Co-Crafted Questions, Notice/Wonder and Say It Another Way
- *Teacher Moves* - Turn & Talk and Individual Think Time (*Typically 10 seconds to 2 minutes*)

Students apply what they have learned while making sense of the problem to represent the situation using a Part-Part-Whole model and begin solving.

- **Discuss It** - Students work in pairs to share their thinking - even incomplete thinking. Students should analyze their representations and strategies while using sentence frames when appropriate. The teacher strategically selects and sequences students' representations and strategies based upon the learning goal of the lesson. While circulating the teacher should use:

- *Language Routines* - Compare & Contrast and Collect & Display
- *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs (*Repeat, Rework, Rephrase, Record*)

Selected students present and explain their solution methods and listen to critiques of others. The teacher facilitates the discussion and the class looks at highlighted strategies in the *Picture It* and *Model It* sections.

- **Connect It** - The teacher and students connect representations and strategies using a combination of individual work time and partner and whole-class discourse. Carefully selected questions lead students to recognize important mathematical ideas that were initially presented in the **Try It** problem. The teacher should use:

- *Language Routines* - Collect & Display and Compare & Connect
- *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs

Closing: (2-5 minutes daily)

The closure should be directly related to the goal of the lesson. Formal closure to lessons may consist of synthesizing information learned during the lesson that relates to the objective. For example, students could share with

students with grade level content (bridging foundational concepts to support students' work at grade level content). Resources should be aligned to core content instructional resources (ie, Tools for Instruction, Fluency Skills & Practice pages, Prerequisite Lessons, Reteach Activities, Vocabulary pages, etc.), while a direct explicit connection between intervention strategies and grade level content is built.

<p>the class something new that they learned that day (the question should be detailed and related to the goal/objective), complete an exit ticket (related to the goal/objective), reflect on what challenged them (related to the goal/objective), etc.</p>		
<p>Whole Group Instruction</p>	<p>Differentiation: Teacher Table</p>	<p>Differentiation: Independent Practice/Small Group Center</p>
<p>Unit Resources</p>		
<ul style="list-style-type: none"> ● Suggested Pacing Guide ● Ready Unit Flow and Progression Video ● Ready Math Background: Models, Progressions, and Teaching Tips ● Ready Interactive Tutorials ● Ready Unit Self Reflection ● Ready Unit Review ● Ready Discourse Cards/Cube ● Ready Digital Math Tools ● Georgia Frameworks (K-5) ● Howard County, MD: <ul style="list-style-type: none"> ○ Gr 1 ● Achieve the Core Coherence Map ● You Cubed ● Illustrative Mathematics ● San Francisco Unified School District (SFUSD) <ul style="list-style-type: none"> ○ Gr1 ● Three Act Tasks: <ul style="list-style-type: none"> ○ Ms. Castillo's Math (K-5) ○ Graham Fletcher (K-6) ○ Robert Kaplinsky (K-6) 	<ul style="list-style-type: none"> ● Scheduling Small Groups and Rotations ● CFAs ● RCM Fluency Practice Pages ● RCM Prerequisite Lessons ● RCM Tools for Instruction Lessons ● RCM Discourse Bookmarks ● K-5 Math Teaching Resources (no direct links to free documents!) ● Virtual Manipulatives: <ul style="list-style-type: none"> ○ TheMathLearningCenter - ten frames, counters, time, number line, math rack, geoboards ○ SplatSquare-InteractiveHundredsChart ○ Dreambox Teacher Tools 	<ul style="list-style-type: none"> ● Scheduling Small Groups and Rotations ● RCM Unit Game ● RCM Literacy Connections Activities ● RCM Discourse Bookmarks ● K-5 Math Teaching Resources (no direct links to free documents!) ● Howard County, MD: <ul style="list-style-type: none"> ○ Gr 1 ● Math At Home - new site w/ materials being added daily through Oct. 31st. To access the materials from the old site until 10/31 click on the links below. <ul style="list-style-type: none"> ● Practice Books

<ul style="list-style-type: none"> ● Sense Making Routines: <ul style="list-style-type: none"> ○ Subitizing Slides (Steve Wyborney) ○ Estimation 180 (Andrew Stadel) ○ Esti-Mysteries (Steve Wyborney) ○ Even More Esti-Mysteries (Steve Wyborney) ○ Estimation Clipboard (Steve Wyborney) ○ Which One Doesn't Belong (Christopher Danielson) ○ Math Visuals (Berkley Everett) ○ Would You Rather...? (John Stevens) ○ Numberless Word Problems (Brian Bushart) ○ Number Talk Images (Tracey Zager & Pierre Tranche) ○ Daily Routines to Jumpstart Math Class (Curriculum Shared Drive) ○ Clothesline Math (Dan Kaufmann) ○ Math Spy (Dan Kaufmann) ○ Same or Different (Brian Bushart) ○ Same But Different (Sue Looney) ○ Splat (Steve Wyborney) ○ Open Middle (Robert Kaplinsky) ○ PBS Learning Media - instructional videos, interactive 		<ul style="list-style-type: none"> ● Math Tools ● Online Games
Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
Assessments		
<ul style="list-style-type: none"> ● Ready Unit Assessment ● Ready Lesson Quizzes ● CFAs 	<ul style="list-style-type: none"> ● Daily log of small group instruction ● Anecdotal Notes ● Grade Level Math Interview 	<p>Examples of accountability measures: Recording sheets,</p>

<ul style="list-style-type: none"> ● Exit Tickets 	<ul style="list-style-type: none"> ● CFAs ● RCM Fluency Practice Pages ● RCM Prerequisite Lessons ● RCM Tools for Instruction Lessons ● Exit Tickets ● Achieve the Core Coherence Map ● Illustrative Mathematics 	Fluency Practice Pages, exit tickets, rubrics, reflections, etc.
Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
Standards		
<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>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. <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>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.</p> <p>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.</p> <p>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates</p>	<p>In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below:</p> <p>**Unit 6 Center Focuses:</p> <p>1.OA.C.6 - Building Fluency with Addition and Subtraction Strategies to 20</p> <p>1.NBT.C.4 - Add a 2-digit number and a 1-digit number</p> <p>1.NBT.C.5 - Find 10 More & 10 Less</p> <p>1.NBT.C.6 - Subtract Multiples of 10 from Multiples of 10</p> <p>**Unit 6 RCM Center Library:</p> <p><u>Skill Reviews:</u></p> <p>Card 9 - Race to the Finish Line</p> <p>Card 19 - Board Game</p> <p>Card 20 - Memory</p> <p>Card 10 - Roll, Solve, and Cover</p>	

smaller shares.

Card 21 - Sort It Out

Card 20 - Memory

Fluency:

Card 24 - Build to Compare

Card 4 - Race to the Finish Line

Card 5 - Target Number

Card 12 - Show It

Card 17 - Let's Move

Card 14 - Write or Show Numbers

Unit 5 Math Pacing Guide

Lesson 22 : Topic - Shapes & Lesson 23: Topic - Break Shapes into Equal Parts		
Student Learning Standard(s):	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.
Math Practices: (add 7 & 8 as needed)	<ul style="list-style-type: none"> • MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. 	
<p>Lesson 22 - Days: 5 4/14 - 4/28</p> <p>Lesson 23 - Days: 5 4/29 - 5/5</p>	Focus: (Supporting Content)	<p>Benchmarked Standard: N</p> <p>Fluency Standard: N</p>
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <p><i>Lesson 22</i></p> <ul style="list-style-type: none"> • Identify the defining attributes of a shape. • Distinguish between defining and non-defining attributes • Classify a shape based on its defining attributes • Compose two-dimensional shapes to create composite shapes, and then compose new shapes from the composite shape. • Compose three-dimensional shapes to create composite shapes and analyze the parts of a composite shape. <p><i>Lesson 23</i></p> <ul style="list-style-type: none"> • Divide circles, squares, and rectangles into two and four equal parts. • Identify the number of equal parts in a divided shape. • Name the parts as halves, fourths, and quarters. • Understand that if a whole is divided into more parts, the parts get smaller. 	

Essential Question(s): How do composing and decomposing shapes help us build our understanding of mathematics?

Core Resources

Core Whole Group Resources

Core Formative Assessment

Ready Classroom Math Lessons

Lesson 22

**Lesson Materials*

Per Student - copy of Close slide (Session 1)

Teacher: cube, rectangular prism, tape, Activity sheet *Shapes 1*, flat shapes, geometric solid shapes set

Lesson 23

**Lesson Materials*

Per Student - pattern blocks, 2 paper circles, 3 paper squares, scissors, copy of Start slide (Session 3), copy of Close slide (Session 2)

Per Pair - 2 paper rectangles, Activity sheet: Circle, Shapes 2

Teacher: paper rectangles, squares, and circles

-RCM Exit Slips
-RCM Lesson Quizzes

Additional Levelled Resources

Activities and Additional Resources for Whole Group

Differentiated Independent Activities/Center Ideas

Teacher Table Differentiated Resources

-Anchor Chart Links
[1.G.1, Example 3](#)
[1.G.3, Example 2](#)

-Number Sense Lessons/Resources

Number Sense Binder

-iReady Individual Path
-iReady Teacher Assigned Lessons
-RCM Interactive Practice:
Lesson 33 - Shapes
Lesson 35 - Understand Breaking Shapes into Equal Parts
-RCM Center Activities:
Lesson 33 - Draw Two Shapes, Shape Attributes

-RCM Prerequisite Lessons
Lesson 33 - Grade K Lessons 12, 13, 14
Lesson 34 - Grade K Lessons 14, 15
Lesson 35 - Grade K Lesson 15
-RCM Tools for Instruction

<p>-RCM Interactive Tools: <i>Lesson 33 & 34 - Understand Shape Attributes</i> <i>Lesson 35 - Divide Shapes into Two Equal Parts, Divide Shapes into Four Equal Parts</i></p>	<p><i>Lesson 34 - Shape Match, Put Shapes Together</i> <i>Lesson 35 - Parts of Shapes Match, Draw to Show Parts</i> -RCM Enrichment Activities <i>Lesson 33 - Building Shapes</i> <i>Lesson 34 - Shapes!</i> <i>Lesson 35 - Sandwich Cuts</i></p>	
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Vocabulary for Students

Mentor Text List

<p>Lesson 22</p> <ul style="list-style-type: none"> - circle - cone - corner - cube - cylinder - edge - face - hexagon - rectangle - rectangular prism - rhombus - side - sphere - square - triangle - trapezoid (exclusive) - trapezoid (inclusive) 	<p>Lesson 23</p> <ul style="list-style-type: none"> - equal parts - fourths - halves - quarters - unequal parts - whole 	<p>Lesson 22</p> <p><i>The Shape of Me and Other Stuff</i> by Dr. Seuss <i>Shape Up!: Fun with Triangles and Other Polygons</i> by David A. Adler <i>The Shape of Things</i> by Dayle Dodds <i>The Greedy Triangle</i> by Marilyn Burns <i>When a Line Bends, A Shape Begins</i> by Rhonda Greene <i>Grandfather Tang's Story</i> by Ann Tompert <i>The Shape of Me and Other Stuff</i> by Dr. Seuss <i>Shape Up!: Fun with Triangles and Other Polygons</i> by David A. Adler <i>The Shape of Things</i> by Dayle Dodds <i>The Greedy Triangle</i> by Marilyn Burns <i>When a Line Bends, A Shape Begins</i> by Rhonda Greene</p> <p>Lesson 23</p> <p><i>Apple Fractions</i> by Jerry Pallotta <i>Give Me Half!</i> by Stuart J. Murphy <i>Half You Heard of Fractions?</i> by Thomas Adamson <i>Jump, Kangaroo, Jump!</i> by Stuart J. Murphy <i>Multiplying Menace</i> by Pam Calvert <i>My Half Day</i> by Doris Fisher and Dani Sneed</p>
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Lesson 24: Topic - Tell Time		
Student Learning Standard(s):	1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
Math Practices:	<ul style="list-style-type: none"> • MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. • MP.7 Look for and make use of structure 	
Days: 5 5/6 - 5/12	Focus: (Additional Content)	Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <p><i>Sessions 1 - 5</i></p> <ul style="list-style-type: none"> • Tell time to the hour and to the half hour, using analog and digital clocks. • Write the time to the hour and half hour. <p><i>Sessions 3 - 5</i></p> <ul style="list-style-type: none"> • Understand that 30 minutes is the same as a half hour. 	
Essential Question(s):	How does what we are measuring determine how we measure it?	

Core Resources	
Core Whole Group Resources	Core Formative Assessment
<p>Ready Classroom Math Lessons Lesson 24 Sessions 1 - 5</p> <p><i>*Lesson Materials</i></p>	<p>-RCM Exit Slips -RCM Lesson Quizzes</p>

<p>Per Student - assembled clock face model, card stock, round-head fastener, crayons, copy of Start slide (Sessions 1, 3 - 4), Copy of Close slide (Sessions 1-4), clock face</p> <p>Teacher: demonstration clock</p>		
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<p>-Anchor Chart Links Telling Time, Time by the Half Hour, Digital/Analog -Number Sense Lessons/Resources</p> <p>Number Sense Binder</p> <p>-RCM Interactive Tools: <i>n/a</i></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: <i>n/a</i> -RCM Center Activities: <i>Vocabulary for Time, Tell Time</i> -RCM Enrichment Activities: <i>Daily Routine</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lesson 6</i> -RCM Tools for Instruction</p>
Vocabulary for Students		Mentor Text List
<ul style="list-style-type: none"> - digital clock - half hour - half past - hour (H) - hour hand - minute (min) - minute hand - o'clock 		<p><i>Game Time</i> by Stuart J. Murphy <i>What Time is it, Mr. Crocodile?</i> by Judy Sierra</p>

Lessons 25 - Compare and Order Lengths

Student Learning Standard(s):	1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	
Math Practices: (add 7 & 8 as needed)	<ul style="list-style-type: none"> • MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. 		
Days: 5 5/13 - 5/20	Focus: (Major Content)		Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills			
Objective:	<p>We are learning to:</p> <p><i>Sessions 2 & 4</i></p> <ul style="list-style-type: none"> • Directly compare the lengths of three objects. • Order three objects by length <p><i>Session 1</i></p> <ul style="list-style-type: none"> • Recognize that sometimes it is not possible to compare lengths directly. <p><i>Sessions 3, 5</i></p> <ul style="list-style-type: none"> • Compare two objects by comparing their lengths to a third reference object. • Use logical reasoning to indirectly compare the lengths of objects. 		
Essential Question(s):	How does what we are measuring determine how we measure it?		

Core Resources

Core Whole Group Resources	Core Formative Assessment
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<p>Ready Classroom Math Lessons Lesson 25 Sessions 1-5</p> <p><i>*Lesson Materials</i> Per Student - 3 pieces of string of different lengths, 3 objects of different lengths, 2 crayons (1 red, 1 blue), copy of Start slide (Sessions 1 - 2), copy of Close slide (Session 1) Per Pair - 15 connecting cubes (3 red, 5 green, 7 yellow), 3 straws of different lengths Teacher: connecting cubes, or digital counters and connecting cubers</p>	<p>-Exit Slip -RCM Lesson Quizzes</p>	
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<p><u>-Anchor Chart Links</u></p> <p>-Number Sense Lessons/Resources</p> <p>Number Sense Binder</p> <p>-RCM Interactive Tools: <i>n/a</i></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: <i>n/a</i> -RCM Center Activities: <i>Shorter and Longer Objects</i> -RCM Enrichment Activities: <i>Grid Games</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lesson 31</i> -RCM Tools for Instruction</p>
Vocabulary for Students		Mentor Text List
<p>Lesson 30</p> <ul style="list-style-type: none"> - length - longer - longest - shorter - shortest - taller 		<p><i>Measuring Penny</i> by Loreen Leedy <i>How Tall, How Short, How Far Away?</i> by David A. Adler</p>

- tallest

**Review*

- compare

Lesson 31

**Review*

- compare
- length

Lesson 26: Topic - Measure Length

Student Learning Standard(s):	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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	
Math Practices: (add 7 & 8 as needed)	<ul style="list-style-type: none"> • MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. 		
Days: 5 5/21 - 5/29	Focus: (Major Content)		Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills			
Objective:	<p>We are learning to:</p> <p><i>Sessions 1-4</i></p> <ul style="list-style-type: none"> • Measure the length of an object using a whole number of nonstandard units of measure <p><i>Sessions 2, 4</i></p> <ul style="list-style-type: none"> • Understand that the number of iterated units from end to end is a measure • Iterate units with no gaps or overlaps <p><i>Sessions 3, 4</i></p> <ul style="list-style-type: none"> • Understand that the length measure of an object is the number of units laid end to end with no gaps or overlaps. 		
Essential Question(s):	How does what we are measuring determine how we measure it?		

Core Resources

Core Whole Group Resources	Core Formative Assessment
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<p>Ready Classroom Math Lessons Lesson 26 Sessions 1 - 4</p> <p><i>*Lesson Materials</i> Per Student - 10 toothpicks, 6 square pattern blocks (or square tiles), base-ten blocks (20 ones units), copy of Start slide (Sessions 1, 3), copy of Close slide (Session 1-3) Teacher: toothpicks, square tiles, base ten ones units, or digital counters and connecting cubers</p>	<p>-RCM Exit Slips -RCM Lesson Quizzes</p>	
<p>Additional Levelled Resources</p>		
<p>Activities and Additional Resources for Whole Group</p>	<p>Differentiated Independent Activities/Center Ideas</p>	<p>Teacher Table Differentiated Resources</p>
<p>-Anchor Chart Links Example -Number Sense Lessons/Resources</p> <p>Number Sense Binder</p> <p>-RCM Interactive Tools: <i>Measure Lengths</i></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: <i>n/a</i> -RCM Center Activities: <i>Measure Length, Measure the Path</i> -RCM Enrichment Activities: <i>The Long and Short of It</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lesson 31</i> -RCM Tools for Instruction</p>
<p>Vocabulary for Students</p>	<p>Mentor Text List</p>	
<ul style="list-style-type: none"> - measure - unit <p><i>*Review</i></p> <ul style="list-style-type: none"> - compare - length 	<p><i>Measuring Penny</i> by Loreen Leedy <i>How Tall, How Short, How Far Away?</i> by David A. Adler</p>	

Topic: Unit Review and Unit Assessment

Days: 1

Review Date: 5/30

Unit Assessment Date: 6/2

Scoring Submission in LinkIt: 6/6

Data Review Date: 6/10

Computer Science (8.1) and Design Thinking (8.2)

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.2.AP.4: Break down a task into a sequence of steps

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

8.2.2.ITH.2: Explain the purpose of a product and its value.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Ready Practices	Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), Life Literacies and Key Skills (9.4))																								
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems</p> <table border="1" data-bbox="1136 475 2083 889"> <thead> <tr> <th colspan="2">Personal Financial Literacy (Standard 9.1)</th> </tr> </thead> <tbody> <tr> <td>Strand A</td> <td>Income and Careers</td> </tr> <tr> <td>Strand B</td> <td>Money Management</td> </tr> <tr> <td>Strand C</td> <td>Credit and Debt Management</td> </tr> <tr> <td>Strand D</td> <td>Planning, Saving, and Investing</td> </tr> <tr> <td>Strand E</td> <td>Becoming a Critical Consumer</td> </tr> <tr> <td>Strand F</td> <td>Civic and Financial Responsibility</td> </tr> <tr> <td>Strand G</td> <td>Insuring and Protecting</td> </tr> <tr> <th colspan="2">Career Awareness, Exploration, and Preparation (Standard 9.2)</th> </tr> <tr> <td>Strand A</td> <td>Career Awareness (by end of Grade 4)</td> </tr> <tr> <td>Strand B</td> <td>Career Exploration (by end of Grade 8)</td> </tr> <tr> <td>Strand C</td> <td>Career Preparation (by end of Grade 12)</td> </tr> </tbody> </table>	Personal Financial Literacy (Standard 9.1)		Strand A	Income and Careers	Strand B	Money Management	Strand C	Credit and Debt Management	Strand D	Planning, Saving, and Investing	Strand E	Becoming a Critical Consumer	Strand F	Civic and Financial Responsibility	Strand G	Insuring and Protecting	Career Awareness, Exploration, and Preparation (Standard 9.2)		Strand A	Career Awareness (by end of Grade 4)	Strand B	Career Exploration (by end of Grade 8)	Strand C	Career Preparation (by end of Grade 12)
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Cross-Curricular Connections	
Interdisciplinary Connections	Technology Integration and Literacy
<ul style="list-style-type: none"> Literature connections (math mentor texts identified in “Resources and Activities”) Math journals Math word wall Literacy Connections & Activities Ready Classroom Math 	<p>Online links and possible resources for the integration of technology into lessons are embedded within the “Possible Resources and Activities” column for each Topic area.</p>

Possible Modifications and Accommodations			
Special Education/504 Plans	At-Risk	Gifted	English Language Learners

<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Number line on desk ● Extra time on timed calculation assessments ● Use of a calculator or chart of basic facts for computation ● Use of a graphic organizer to plan ways to solve math problems ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Basic computation – use counters ● Differentiated center-based small group instruction ● Fractions – use fraction blocks ● Provide a copy of mathematical equations, class notes, and examples for math notebooks ● Highlight or underline key words in word problems ● If a manipulative is used during instruction, allow its use on a test ● Place value – use place value blocks ● Provide graph paper for arrays ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.</p> <p><i>*Refer to the individual student Math Plan for specific interventions.</i></p>	<p><i>*Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.</i></p> <p>Differentiating instruction based on:</p> <ul style="list-style-type: none"> ● Content: What is taught or the material used ● Process: How it is taught or support given or student grouping or environment ● Product: What students produce <p>To differentiate content consider:</p> <ul style="list-style-type: none"> ● Using different resources that have less explicit information (e.g., tiering assignments - consider what would make the content more complex to digest for gifted students) <ul style="list-style-type: none"> ○ For Example: tiering problem solving scenarios making a gifted learner's scenario more complex ○ For Example: gifted students could work on deriving the procedure for an abstract concept ● Organizing ideas through graphic organizers ● Using a learning contract (learning contracts are <i>individualized</i> and allow students to participate in designing their own learning which is motivating for gifted students) ● Using jigsaws ● Using orbital studies (differ from independent investigations and is meant as an extension of the topics covered in class into specific fields of study e.g., manufacturing) <p>To differentiate the process consider:</p> <ul style="list-style-type: none"> ● How students are grouped ● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level) <ul style="list-style-type: none"> ○ For Example: <i>Below-Grade-Level Question:</i> ●●●●●● + ? = ●●●●●●●●●● <i>On-Grade-Level Question (Grade 1):</i> 6 + ? = 10 <i>Above-Grade-Level Question:</i> Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy? 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Demonstrate that vocabulary can have multiple meanings ● Encourage bilingual supports among students ● Provide visual cues, graphic representations, gestures, and pictures ● Rephrase math problems when appropriate ● Build knowledge from real-world examples ● Provide manipulatives and symbols ● Have students estimate each other's heights ● Have students measure themselves and one another ● Have students relate an object they know with a unit of measure ● Encourage peer discussions regarding how students are thinking about math ● RCM Unit Connect Language Development to Mathematics
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<ul style="list-style-type: none"> • Offer small and large graph paper options • Provide visual aids and anchor charts • Tiered lessons and assignments 		<p>To differentiate the product consider:</p> <ul style="list-style-type: none"> • Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels) • Using a menu of options (each item is assigned a point value and students select the route to take) • Using open ended tasks (have more than one correct answer and/or more than one way to get to/explain an answer) <ul style="list-style-type: none"> o For Example: (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement. <input type="text"/><input type="text"/> - <input type="text"/><input type="text"/> = <input type="text"/><input type="text"/> + <input type="text"/><input type="text"/> (Open Middle Link) o For Example: (Grade 3) Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as close to 1000 as possible. <input type="text"/><input type="text"/><input type="text"/> + <input type="text"/><input type="text"/><input type="text"/> + <input type="text"/><input type="text"/><input type="text"/> (GeoGebra Link) 	
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Individualized Learning Opportunities

Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. iReady