

1st Grade Unit 5 Priorities Document

Please see the [Draft Grade 1 Math Overview and Scope and Sequence](#) for important information about the year and emphases for each unit.

Overarching Big Ideas

- *Less is more*
- *Depth vs. breadth*
- *Relationships over everything*
- *Access for all, especially emerging bilinguals & students with disabilities*

	Window (change)	Big Idea	Comments	Standards (Priority Standards bolded)
Unit 1.5 Measuring Length and Time	2–3 weeks (was 14 days)	Some attributes of objects are measurable and can be quantified by counting iterated units.	Reduce emphasis on telling and writing time to the hour and half-hour.	1.MD.1 1.MD.2 1.MD.3

Norms

Answers are important, but they are not the math. 	Talk about each other's thinking. 	Errors are gifts that promote discussion. 	Ask questions until ideas make sense. 	Use multiple strategies and multiple representations. 
---	---	--	---	---

2020-21 SFUSD Elementary Math Distance Learning Resources	Grade 1 Curriculum Portal	Gr 1 Learning Stations Bank	Gr 1 Math Talks Bank
---	---	---	--------------------------------------

The Math Learning Center's [Math Clock](#) [Clock Math Learning Center App for Students, Teachers, and Parents](#)

	Optional Routines: • Continue the “Number of Days in School” routine during this week of school. See Number of Days in School (Spanish) for ideas. • Continue the “Skip Counting” routine begun in Unit 0. See Counting Routines for further instructions • Do Skip Counting on the Clock - instructions are in each lesson • Optional Math Talks focus on telling time on analog clocks even when there aren't numbers on the clock. • Daily Schedule
--	--

1.5 Slidedeck / **Spanish** This unit is intended to be taught over the course of 2-3 weeks.

One lesson may be spread over a couple of days. On days when there isn't a new lesson "taught", students can complete the lesson independently (Explore), consolidate their learning by viewing, discussing and reflecting on their peer's responses (the summary), and/or work independently on activities related to the unit or to their needs.

	New Learning	Re-engagement	Other Resources
Standards: 1.MD.1 1.MD.2 1.MD.3 See note below re. these standards	Students compare up to 3 objects directly (i.e. side by side) and indirectly (i.e. in relation to a third object). They measure the length of objects by iterating non-standard length units. Reduced emphasis on telling and writing time to the hour and half-hour.	Compare two objects to determine whether objects were taller or shorter. They made sure that when they compared objects, one end was aligned.	1.5 Podcast Unit 1.5 Family Letter S C 2.4 Tech Resources * S = Spanish Student Page * C = Chinese Student Page Classwork and Homework PDFs Student PDFs 1.5 Classwork S C 1.5 Homework S C
	Recommended Lessons	Additional Activities	
Lesson 1	Entry Task & LS1 Day 1- Students identify the objects that are taller, longer and shorter. They order objects from longest to shortest. Students explore the attribute of length by finding objects to compare and order. LAUNCH Whole Class or Groups: - Watch <i>Bug Parade</i> - Oral Language Practice with comparison vocabulary - Scavenger Hunt - Find 3-6 household items to compare and order. EXPLORE Independent or Small Group: Seesaw Lesson 1 (Spanish)	Length and Height - Video Longer or Shorter - Song Grover Finds the Tallest Monster Counting around the clock by 5's The Math Learning Center's Math Clock Clock Math Learning Center App for Students, Teachers, and Parents Telling Time Games - A collection of games to help students tell time to the hour, half-hour, and in 5-minute increments. The games include both analog and digital clocks. Time Travel - A game that gives students practice	

	- Students order objects from longest to shortest, and shortest to longest - Students can draw, label or upload pictures of their comparisons SUMMARIZE Whole Class or Groups: Summary - Use examples provided or actual student work to continue practicing comparison language frames Core Math to Emphasize: Height/length is an attribute that can be used to compare and order objects.	telling time to the hour and minute. Includes a.m. and p.m. Stop the Clock- Easier - Students match analog and digital clocks that tell time to the nearest 15 minutes. Stop the Clock- Harder - Students match analog and digital clocks that tell time to the nearest 5 minutes. On Time - Students move the hands of a clock to set it at a given time. Includes corrections when students are wrong. 4 levels. Puzzle Pics Clocks - Tell time to the nearest 5 minutes to solve a picture puzzle. I Spy Time - Students listen to the time and identify it on a digital clock to advance along a path. Desmos activities Polygraph: Clocks: Helps students develop an understanding for the need for a common language to describe time and to surface early ideas about that language. Talking Time: Helps students understand different ways that people talk about time. They will read different descriptions of time – for example 5:15 or 15 after 5 or quarter after 5 – and try to set a clock to that time.
Lesson 2	LS1 Day 2 - Students compare objects using their height. LAUNCH Whole Class or Groups: - Notice and Wonder - Oral Language Practice with comparison vocabulary - Scavenger Hunt - Find household items that are taller, shorter and about the same height as you. EXPLORE Independent or Small Group: Seesaw Lesson 2 - Students will draw and label their objects in the boxes provided or upload photos in Seesaw SUMMARIZE Whole Class or Groups: - Ask each student to tell you one object that was either shorter or taller than they were and annotate them on the chart. - Ask students how it might be helpful to use the same thing (in this case yourself) to compare two other things Core Math to Emphasize: Objects can be categorized as taller than, shorter than, or the same as a single comparison object.	
Lesson 3	LS 1 Day 3 - Students use a length of a pencil to make indirect measurements.	

	LAUNCH Whole Class or Groups: • Longer or Shorter - Song • Oral Language Practice with comparison vocabulary • Scavenger Hunt - Find household items that are longer, shorter and about the same length as a pencil. EXPLORE Independent or Small Group: Seesaw Lesson 3 (Spanish) • Show students how to divide a piece of paper into 3 sections and label each "Shorter," "About the Same," and "Longer." • Have students repeat yesterday's activity, this time using the pencil to make indirect comparisons. • Draw and label items in each section of the chart or upload pictures into Seesaw SUMMARIZE Whole Class or Groups: Summary • Use the examples provided or actual student work to practice the comparison language frames. Core Math to Emphasize: The length of objects can be compared indirectly by comparing them to the same reference object.		
Lesson 4	LS 3 Day 1- Students measure a book with markers or other objects of the same size to practice aligning ends, orienting measurement tools, and not leaving gaps or overlapping. LAUNCH Whole Class or Groups: • Button Talk - Discuss the most accurate way to measure the length of the paper. • Students estimate the number of markers needed to measure the length of the book.		•

	- Explore non-examples of accurate measurement. EXPLORE Seesaw Lesson 4 (Spanish)- Measuring with Markers - Students measure a book with markers. - They use their best judgement about how many markers they need to cover the length, from one end to the other and the width, from one side to the other. - Record their measurements and upload a picture in Seesaw. SUMMARIZE Whole Class or Groups: Display student work that shows errors such as gaps or overlaps between the markers, diagonal lines, markers not lined up properly at the beginning, etc., plus pictures of exemplary work. Core Math to Emphasize: Lengths can be measured using repeated units. Accurate measurement requires aligning a starting and ending point, orienting all the units in the same direction with no gaps or overlaps.		
Lesson 5	LS 3 Day 2- Students measure a book with crayons or other objects of different lengths to enforce the idea that repeated units must be the same length. LAUNCH Whole Class or Groups: - Malk Talk - <i>Agree, Disagree?</i> - Explore the idea of measuring with various objects. <i>Can I measure with broken crayons? Paperclips? Why? Why not?</i> - Scavenger Hunt - Find 2-3 different objects to measure your book again. EXPLORE Independent or Small Group: Seesaw Lesson 5 - Measuring Books (Spanish) - Find a book and some objects for measuring. - Measure the length and the width of your book. - Record the measurement (how many) and the unit (what you measured with.)		

	- Use the drawing tool or the microphone and upload a picture of your work. SUMMARIZE Whole Class or Groups: Summarize: - Share photos of student work highlighting units of the same size as well as units of varying sizes such as the broken crayons. Have a discussion about what objects they think gave the most accurate measurements and why? - Start a conversation about size of the object vs the number it takes to measure a book in preparation for the next lesson. Core Math to Emphasize: Accurate measurement requires units of the same size.		
Lesson 6	LS 3 Day 3 - Students measure a variety of objects with cubes and compare the number of cubes it took to measure the objects. LAUNCH Whole Class or Groups: - Estimate the length of cubes to measure the book - Demonstrate how to measure the length of the book by putting the cubes end to end. - Repeat with the smaller cubes <i>How many cubes long is this book?</i> EXPLORE Independent or Small Group: Seesaw Lesson 6 (Spanish)- Measuring Objects - Students drag cubes of 2 different sizes to measure the objects on each page. - Record the length of each cube. SUMMARIZE Whole Class or Groups: Choose 2-3 objects of obviously different sizes that several students have measured and record the measurements of each. - Ask the students why the measurements are so different. - Compare two objects students have measured that are		

	close in size and ask the students to tell you which is longer. Core Math to Emphasize: The measurement number of a shorter object will be smaller than the measurement number of a longer object.		
Milestone Task	Milestone Task - Students determine if lengths of string are equivalent to the length of 3 crayons. LAUNCH Whole Class or Groups: - Launch the task by reminding students how same-sized objects can be used to measure other objects. - You may need to have a discussion about how new crayons are all the same length. - Review task and make sure students understand the directions. EXPLORE Independent or Small Group: Seesaw Lesson 7 (Spanish)- Milestone Task - Length of String - Listen to instructions - Circle your answers - Explain your thinking SUMMARIZE Whole Class or Groups: - Review student work and plan for re-engagement lessons. Core Math to Emphasize Lengths can be measured using repeated same-size iterating units. Accurate measurement requires aligning a starting and ending point, orienting all the units in the same direction with no gaps or overlaps.		

Standards in this unit	Emphasis for Distance Learning
Measurement and Data Measure lengths indirectly and by iterating length units.	This standard is de-emphasized for Distance Learning as

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.*

De-emphasized

Tell and write time.

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

recommended by the [Achieve the Core](#).