

Unit 3: Place Value, Measurement & Shapes

Content Area: **Mathematics**
Course(s):
Time Period: **Generic Time Period**
Length: **6 weeks**
Status: **Published**

Standards

MA.1.1.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.
TECH.8.1.2.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
MA.1.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
MA.1.1.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.
LA.1.RI.1.1	Ask and answer questions about key details in a text.
MA.1.1.MD.B.3	Tell and write time in hours and half--hours using analog and digital clocks.
LA.1.RI.1.2	Identify the main topic and retell key details of a text.
LA.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
LA.1.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.1.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
TECH.8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
LA.1.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.1.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.1.SL.1.6	Produce complete sentences when appropriate to task and situation.
MA.1.1.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).

LA.1.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.1.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.1.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.1.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
MA.1.1.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 (e.g., base ten blocks) 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.
MA.1.1.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.
MA.1.1.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 $6 + 6 + 1 = 12 + 1 = 13$).
TECH.8.1.2.A.CS1	Understand and use technology systems.

Learning Objectives

Chapter 6 Learning Objective: Students will be able to use place value to read, write and model numbers through 120

Lesson 6.1 Learning Objective: SWBAT count by ones to extend a counting sequence up to 120

Lesson 6.2 Learning Objective: SWBAT count by tens from any number to extend a counting sequence up to 120

Lesson 6.3 Learning Objective: SWBAT use models and write to represent equivalent forms of tens and ones

Lesson 6.4 Learning Objective: SWBAT use objects, pictures, and numbers to represent a ten and some ones

Lesson 6.5 Learning Objective: SWBAT use objects, pictures and numbers to represent tens

Lesson 6.6 Learning Objective: SWBAT group objects to show numbers to 50 as tens and ones

Lesson 6.7 Learning Objective: SWBAT group objects to show numbers to 100 as tens and ones

Lesson 6.8 Learning Objective: SWBAT solve problems using the strategy make a model

Lesson 6.9 Learning Objective: SWBAT read and write numerals to represent a number of 100 to 110 objects

Lesson 6.10 Learning Objective: SWBAT read and write numerals to represent a number of 110 to 120 objects

Chapter 7 Learning Objective: SWBAT use place value to compare numbers

Lesson 7.1 Learning Objective: SWBAT model and compare two numbers to find which is greater

Lesson 7.2 Learning Objective: SWBAT model and compare two numbers to find which is less

Lesson 7.3 Learning Objective: SWBAT use symbols for less than, greater than and equal to to compare numbers

Lesson 7.4 Learning Objective: SWBAT solve problems using the strategy make a model

Lesson 7.5 Learning Objective: SWBAT identify numbers that are 10 less or 10 more than a number

Chapter 8 Learning Objective: SWBAT add and subtract two digit numbers

Lesson 8.1 Learning Objective: SWBAT add and subtract within 20

Lesson 8.2 Learning Objective: SWBAT draw a model to add tens

Lesson 8.3 Learning Objective: SWBAT draw a model to subtract tens

Lesson 8.4 Learning Objective: SWBAT use a hundreds chart to find sums

Lesson 8.5 Learning Objective: SWBAT use concrete models to add ones or tens to a two digit number

Lesson 8.6 Learning Objective: SWBAT make a ten to add a two digit number and a one digit number

Lesson 8.7 Learning Objective: SWBAT use tens and ones to add two digit numbers

Lesson 8.8 Learning Objective: SWBAT solve and explain two digit addition word problems using the strategy draw a picture

Lesson 8.9 Learning Objective: SWBAT use a hundred chart to find sums and differences

Lesson 8.10 Learning Objective: SWBAT add and subtract within 100 including continued practice with facts within 20

Chapter 9 Learning Objective: SWBAT measure length and tell time

Lesson 9.1 Learning Objective: SWBAT order objects by length

Lesson 9.2 Learning Objective: SWBAT use the transitivity principle to measure indirectly

Lesson 9.3 Learning Objective: SWBAT measure length using non-standard units

Lesson 9.4 Learning Objective: SWBAT use a nonstandard measuring tool to measure length

Lesson 9.5 Learning Objective: SWBAT solve measurement problems using the strategy act it out

Lesson 9.6 Learning Objective: SWBAT write times to the hour shown on analog clocks

Lesson 9.7 Learning Objective: SWBAT write times to the half hour on analog clocks

Lesson 9.8 Learning Objective: SWBAT write times to the hour and half hour on digital and analog clocks

Lesson 9.9 Learning Objective: SWBAT use the hourhand to draw and write times on analog and digital clocks

Essential Questions

Chapter 6 Essential Question: How can we use place value to read, write and model numbers through 120?

Lesson 6.1 Essential Question: How can knowing a counting pattern help you count to 120?

Lesson 6.2 Essential Question: How do numbers change as you count by tens to 100?

Lesson 6.3 Essential Question: How can you use different ways to write a number as ten and ones?

Lesson 6.4 Essential Question: How can we show a number as tens and ones?

Lesson 6.5 Essential Question: How can we model and name groups of ten?

Lesson 6.6 Essential Question: How can you group cubes to show a number as tens and ones?

Lesson 6.7 Essential Question: How can we show numbers to 100 as tens and ones?

Lesson 6.8 Essential Question: How can making a model help show a number in different ways?

Lesson 6.9 Essential Question: How can you model, read and write numbers 100-110?

Lesson 6.10 Essential Question: How can you model, read and write numbers 110-120?

Chapter 7 Essential Question: How can we use place value to compare numbers?

Lesson 7.1 Essential Question: How can we compare two numbers to find which is greater?

Lesson 7.2 Essential Question: How can we compare two numbers to find which is less?

Lesson 7.3 Essential Question: How can we use symbols to show how to compare numbers?

Lesson 7.4 Essential Question: How can making a model help you compare numbers?

Lesson 7.5 Essential Question: How can we identify numbers that are 10 less or 10 more than a number?

Chapter 8 Essential Question: How can you add and subtract two digit numbers?

Lesson 8.1 Essential Question: What strategies can you use to add and subtract?

Lesson 8.2 Essential Question: How can you add tens?

Lesson 8.3 Essential Question: How can you subtract tens?

Lesson 8.4 Essential Question: How can we use a 100 chart to count on by ones or tens?

Lesson 8.5 Essential Question: How can models help you add ones or tens to a two digit number?

Lesson 8.6 Essential Question: How can making a ten help you add a two digit number?

Lesson 8.7 Essential Question: How can you model tens and ones to help you add two-digit numbers?

Lesson 8.8 Essential Question: How can drawing a picture help you explain how to solve an addition problem?

Lesson 8.9 Essential Question: How can you use a 100 chart to show the relationship between addition and subtraction?

Lesson 8.10 Essential Question: What different ways can you use to add and subtract?

Chapter 9 Essential Question: How can you measure length and tell time?

Lesson 9.1 Essential Question: How do you order objects by length?

Lesson 9.2 Essential Question: How can you compare lengths of three objects to put them in order?

Lesson 9.3 Essential Question: How can you measure length using non-standard units?

Lesson 9.4 Essential Question: How can you use a nonstandard measuring tool to measure length?

Lesson 9.5 Essential Question: How can acting out help you solve measurement problems?

Lesson 9.6 Essential Question: How how do you tell time to the hour on a clock that has only an hour hand?

Lesson 9.7 Essential Question: How do you tell time to the half hour on a clock that has only an hour hand?

Lesson 9.8 Essential Question: How are the minute hand and the hour hand different for time to the hour and time to the half hour?

Lesson 9.9 Essential Question: How do you know wheather to draw and write time to the hour or half hour?

Materials

Print Resources

Student Edition Chapter 6

Student Edition Chapter 7

Student Edition Chapter 8

Student Edition Chapter 9

Chapter 6 Resources (including reteach and enrich)

Chapter 7 Resources (including reteach and enrich)

Chapter 8 Resources (including reteach and enrich)

Chapter 9 Resources (including reteach and enrich)

Grab and Go Center Kit

Practice and Homework in Student Edition (lesson checks and spiral reviews)

Connecting Cubes, Counters, vocabulary cards

Math Boards

Technology/ Digital Resources:

- iStudent Edition
- eTeacher Edition
- Interactive Student Edition
- Personal Math Trainer
- Math on the Spot Videos
- HMH Mega Math
- Digital Management System
- Animated Math Models
- iTools
- multimedia eGlossary
- digital assessments
- professional development videos

Achieve the Core:

<http://achievethecore.org/page/2853/go-math-k-5-guidance-documents>

Activities

Vocabulary Reader: Around the Neighborhood

Project: My Neighborhood

Chapter 6 Activities

Lesson 6.1 count by ones to 120

Lesson 6.2 count by tens to 120

Lesson 6.3 understand tens and ones (vocabulary- digit, ones, tens)

Lesson 6.4 make tens and ones

Lesson 6.5 hands on- tens

Lesson 6.6 hands on- tens and ones to 50

Lesson 6.7 hands on- tens and ones to 100 (vocabulary- hundred)

Lesson 6.8 problem solving- show numbers in different ways

Lesson 6.9 hands on- model, read, and write numbers from 100 to 110

Lesson 6.10 hands on- model, read and write numbers from 110 to 120

Chapter 7 Activities

Lesson 7.1 hands on- greater than (vocabulary- is greater than >)

Lesson 7.2 hands on- less than (vocabulary- is less than <)

Lesson 7.3 hands on- use symbols to compare

Lesson 7.4 problem solving- compare numbers

Lesson 7.5 hands on- 10 less, 10 more

Chapter 8 Activities

Lesson 8.1 add and subtract within 20

Lesson 8.2 hands on- add tens

Lesson 8.3 hands on- subtract tens

Lesson 8.4 use a hundred chart to add

Lesson 8.5 hands on- use models to add

Lesson 8.6 hands on- make ten to add

Lesson 8.7 hands on- use place value to add

Lesson 8.8 problem solving- addition word problems

Lesson 8.9 related addition and subtraction

Lesson 8.10 practice addition and subtraction

Vocabulary Reader: All Kinds of Weather

Project: Fun with Friends at School

Chapter 9 Activities

Lesson 9.1 hands on- order length

Lesson 9.2 indirect measurement

Lesson 9.3 hands on- use nonstandard units to measure length

Lesson 9.4 hands on- make a nonstandard measuring tool

Lesson 9.5 problem solving- compare and measure

Lesson 9.6 time to the hour (vocabulary- hour hand)

Lesson 9.7 time to the half hour (vocabulary- half hour, hour)

Lesson 9.8 tell time to the hour and half hour (vocabulary- minute hand, minutes)

Lesson 9.9 practice time to the hour and half hour

Other Activities:

[1.NBT.C.4 Ford and Logan Add 45+36](#)

[1.NBT.C.5 Number Square](#)

[1.MD.A.2 Measure Me!](#)

[1.MD.A.2 Measuring Blocks](#)

[1.MD.A.2 Growing Bean Plants](#)

[1.MD.B Making a clock](#)

[1.OA.C.6 Making a ten](#)

Assessment

MAP Assessment

-Show What You Know

-On Your Own Activities

-ThinkSmarter

-Math Journals

-Response to Essential Questions

-Practice and Homework Activities

-Diagnostic Interview Tasks

-Digital Personal Math Trainer

-Lesson Quick Checks

-Mid-Point Chapter Checkpoints

-Chapter Reviews

-Chapter Tests

-Performance Assessment Tasks

Fact Fluency

- Games (Student Edition)
- Fluency Standard Lessons (Student Edition)
- Fluency Builder(Teacher Edition)
- Strategies and Practice for Skills and Facts Fluency- Primary, GK-3
- Teacher Resource Book
- HMH Mega Math
- Personal Math Trainer: Standards Quizzes
- Animated Math Models
- Fastt Math
- Flash Cards
- Mad Minutes
- Xtra Math

Accommodations and Modifications

Materials and Resources that provide opportunities to accommodate and modify include:

*Personal Math Trainer (adaptive assessment and intervention system)

*Interactive Student Edition

*Leveled Quizzes, Tests, and Performance Tasks

*Grab & Go Differentiated Centers

*Intensive Intervention Resource

*Strategic Intervention Resource

*Reteach Activities

*RTI Tiered Resources and Activities

*Math on the Spot Videos

*Extra Math/ Fastt Math

Others/ Notes
