

## NJDOE MODEL CURRICULUM PROJECT

<b>CONTENT AREA: Mathematics</b>	<b>GRADE: 1</b>	<b>UNIT: # 4</b>	<b>UNIT NAME: Measurement and Shapes</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
<b>1</b>	Order three objects by lengths and compare the lengths of two objects by using the third object (e.g., if the crayon is shorter than the marker and the marker is shorter than the pencil then the crayon is shorter than pencil).	1.MD.1
<b>2</b>	Use an object to measure another object's length by laying multiple copies end to end with no overlaps giving measurements in whole number units.	1.MD.2
<b>3</b>	Tell and write time to the half-hour using "o'clock" and digital notation.	1.MD.3
<b>4</b>	Name the attributes of a given two-dimensional shape (square, triangle, rectangle, regular hexagon) distinguishing between defining and non-defining attributes.	1.G.1
<b>5</b>	Draw and build shapes when given defining attributes (e.g., 3 sides, 4 sides, 3 corners, 4 corners).	1.G.1
<b>6</b>	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.	<b>1.OA.1</b>
<b>7</b>	Add or subtract whole numbers within 20 (various strategies: counting on, composition, etc.).	<b>1.OA.6</b>
<b>8</b>	Read and write numerals to 120 starting at any number and represent a number of objects with a written numeral.	<b>1.NBT.1</b>

### Repeated Standards

**SLO #6** is a benchmark for standard **1.OA.1** in this unit: **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.**

**SLO #7** is a benchmark for standard **1.OA.6** in this unit: **Add and subtract within 20, demonstrating fluency for addition and subtraction within**

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10. Use strategies such as counting on; making 10 (e.g.  $8+6=8+2+4=10+14$ ) 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 known sums (e.g. adding  $6+7$  by creating the known equivalent  $6+6+1=12+1=13$ ).

SLO #8 is a benchmark for standard **1.NBT.1** in this unit: **Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**

***Bold type indicates grade level fluency requirements.*** (Identified by PARCC Model Content Frameworks).

### Selected Opportunities for Connection to Mathematical Practices

**1. Make sense of problems and persevere in solving them.**

SLO #1 Use concrete objects to help order the lengths of multiple objects.

SLO #7 Analyze the given information and the relationship among numbers in addition and subtraction problems in order to solve.

**2. Reason abstractly and quantitatively.**

SLO #8 Know how to represent the quantity or set of objects with a written numeral of any number less than 120.

3. Construct viable arguments and critique the reasoning of others.

**4. Model with mathematics.**

SLO #6 Apply previously learned mathematics to solve addition and subtraction word problems (within 20).

**5. Use appropriate tools strategically.**

SLO #1 and #2 Consider and make use of available tools when comparing objects by length.

**6. Attend to precision.**

SLO #2 Use precise and accurate measurements when measuring the lengths of objects.

**7. Look for and make use of structure.**

SLO #7 Look for and discern patterns when solving addition and subtraction problems within 20 (e.g. adding two even numbers yields an even number, subtraction of two odd numbers yields an even number, or  $3 + 7$  is equivalent to  $7 + 3$ ).

8. Look for and express regularity in repeated reasoning.

***Bold type identifies possible starting points for connections to the SLOs in this unit.***

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Code #	Common Core State Standards
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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
1.G.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.
<b>1.OA.1</b>	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. <sup>2</sup>
<b>1.OA.6</b>	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 $6 + 6 + 1 = 12 + 1 = 13$ ).
<b>1.NBT.1</b>	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**Bold type indicates grade level fluency requirements.** (Identified by PARCC Model Content Frameworks).