In this unit, students will use measurement tools to estimate, measure, describe and compare the measurement of objects with non-standard units with appropriate vocabulary including length, time and money.

1.MDR.6: Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.

- 1.MDR.6.1 Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared.
- 1.MDR.6.2 Tell and write time in hours and half-hours using analog and digital clocks, and measure elapsed time to the hour on the hour using a predetermined number line.
- 1.MDR.6.3 Identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters.
- 1.MDR.6.4 Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.

1.MP.1-8 Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.

- 1.MP.1 Make sense of problems and persevere in solving them.
- 1.MP.2 Reason abstractly and quantitatively.
- 1.MP.3 Construct viable arguments and critique the reasoning of others.
- 1.MP.4 Model with mathematics.
- 1.MP.5 Use appropriate tools strategically.
- 1.MP.6 Attend to precision.
- 1.MP.7 Look for and make use of structure.
- 1.MP.8 Look for and express regularity in repeated reasoning.

The Framework for Statistical Reasoning and the Mathematical Modeling Framework should be taught throughout the units. The K-12 Mathematical Practices should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MPs 1, 3 and 6 should support the learning in every lesson.
Essential Questions/ I CAN Statements

- I can estimate lengths of objects using non-standard units.
- I can measure lengths of objects using non-standard units.
- I can record lengths of objects using non-standard units.
- I can estimate lengths of objects using non-standard units.
- I can measure lengths of objects using non-standard units.
- I can record lengths of objects using non-standard units.
- I can tell time in hours using an analog clock.
- I can use the hour hand to tell time on an analog clock.
- I can tell time in hours and half-hours using analog and digital clocks.
- I can write time in hours and half-hours using analog and digital clocks.
- I can use my knowledge of time to ask and answer questions.
- I can identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters.
- I can compare the values of pennies, nickels, and dimes.
- I can identify and compare the value of pennies, nickels, dimes, and quarters.

Tier II Vocabulary Words - High Frequency Multiple Meaning
- Estimate, compare, measure, length, iteration, time, number line, value, non-standard,

Tier III Vocabulary Words - Subject/ Content Related Words
- Hour, half-hour, minute, analog clock, hands, digital clock, elapsed time, quarter, nickel, penny, dime, a.m./p.m.
- K-12 Mathematics Glossary

Assessments

Formative Assessment(s):
- MCS K-5 Activity & Assessment Collection
- MCS Mini
- MCS Mini
- MCS Mini

It is the responsibility of each schools’ grade level PLC to identify appropriate instructional lessons and resources, based on data and student needs, using the suggested pacing duration. The following learning tasks have been vetted to align to the standards included in this unit. The GA Dept. of Education strongly recommends that any additional tasks, resources, and/or assessments used for instruction should be vetted using the Quality Assurance Rubric, to ensure alignment to the state standards.
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| **1.MDR.6:** Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions. | **GA DOE Learning Plans**<br><strong>Measure and Compare</strong><br>In this learning plan, students will estimate, measure, and record lengths of objects using non-standard units. (Suggested Timeframe 7-8 days)<br>● Teacher Guidance<br>● Student Reproducibles<br>● Blackline Masters<br><strong>Estimating Measurements</strong><br>In this learning plan, students will estimate, measure, and record lengths of objects using non-standard units. (Suggested Timeframe 5-6 days)<br>● Teacher Guidance<br>● Student Reproducibles<br><strong>It’s Time!</strong><br>In this learning plan, students will tell and write time in hours using analog and digital clocks. (Suggested Timeframe 5-6 days)<br>● Teacher Guidance<br>● Student Reproducibles<br><strong>Telling Time with The Hour Hand</strong><br>In this learning plan, students will use the hour hand to tell time on analog clocks. (Suggested Timeframe 3-4 days)<br>● Teacher Guidance<br>● Student Reproducibles<br>● Blackline Masters<br><strong>How Long Is A Minute?</strong><br>In this learning plan, students will tell and write time in hours and half-hours using analog and digital clocks. (Suggested Timeframe 4-5 days)<br>● Teacher Guidance | **MCS Curriculum Resources**<br><strong>SAVVAS enVision Topic 12: Measure Lengths</strong><br>Students use indirect measurement to compare two lengths. They measure length using nonstandard units.<br>● Lesson 12-1: Compare and Order by Length<br>● Lesson 12-2: Indirect Measurement<br>● Lesson 12-3: Use Units to Measure Length<br><strong>SAVVAS enVision Topic 13: Time and Money</strong><br>Students are introduced to the hour and minute hands on a clock. They tell time to the hour and half hour. Students also tell the value of coins and find the value of a group of coins.<br>● Lesson 13-1: Tell the value of coins<br>● Lesson 13-2: Find the value of a group of coins<br>● Lesson 13-3: Understand the hour and minute hands<br>● Lesson 13-4: Tell and write time to the hour<br>● Lesson 13-5: Tell and write time to the half hour<br><strong>MIP Module 10: Measuring Lengths with Indirect Comparisons</strong><br>The key ideas focused on in this module include comparing and ordering three objects by length, comparing the length of two objects based on a third object, measuring length by lining up objects end to end, understanding that the measurement of an object differs when different-size units are lined up.<br>● Shorter or Longer, p. 234<br>● Comparing Measurement with String, p. 239<br>● Measuring with Square Color Tiles, p. 241-242<br><strong>MIP Module 11: Telling Time to the Hour and Half Hour</strong><br>The key ideas focused on in this module include understanding the clock face, telling time to the hour and half hour, and | **Big Teeth** - Create and use nonstandard units and tools to measure length.<br><strong>Playing Favourites</strong> - Pose, plan, analyze data
Time For Bed

In this learning plan, students will collect data about such topics as their favorite method of preparing potatoes or their favorite pizza toppings. (Suggested Timeframe 5-6 days)

- Teacher Guidance
- Student Reproducibles
- Blackline Masters

Money, Money

In this learning plan, students will identify the value of and compare the values of pennies, nickels, and dimes. (Suggested Timeframe 4-5 days)

- Teacher Guidance
- Student Reproducibles
- Blackline Masters

Mystery Coins

In this learning plan, students will compare the values of pennies, nickels, and dimes. (Suggested Timeframe 3-4 days)

- Teacher Guidance
- Student Reproducibles
- Blackline Masters

Representing Coin Sets

In this learning plan, students will identify and compare the value of quarters and compare the values of pennies, nickels, dimes, and quarters. (Suggested Timeframe 3-4 days)

- Teacher Guidance
- Student Reproducibles
- Blackline Masters

Connecting analog and digital displays.

- Exploring the Hour Hand, p. 249-251
- Match the Clocks, p. 263
- Digital and Analog: Predict and Check, p. 259-261

MIP Module 12: Working with Money

The key ideas focused on in this module include recognizing coins, knowing the value of each coin, counting sets of like coins (pennies, nickels, dimes).

- Coin Frames, p. 271-272
- Counting Pennies and Dimes, p. 274
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<td>● Suggested Tools: nonstandard units of measurement, clocks, pennies, nickels, dimes, quarters</td>
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