**Grade: 1 Unit: 9 Measurement and Representing Data**

Critical Area: Developing an understanding of linear measurement and measuring lengths as repeated length units

Standards Addressed: CC.1.MD.1, CC.1.MD.2, CC.1.MD.3

Focus Mathematical Practices:

* Reason abstractly and quantitatively;
* Look for and express regularity in repeated reasoning;
* Construct viable arguments and critique the reasoning of others;
* Attend to precision

**To Be Completed on or about:**

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| Prerequisites | Targets | Extensions |
|  | Measure length using nonstandard units  Order 3 objects by length  Compare the lengths of 2 objects indirectly by using a third object (transitivity principle)  Make a nonstandard measuring tool and measure use it to measure length  Solve measurement problems using the strategy of “act it out” |  |
|  | Write times to the hour shown on analog clocks  Write times to the half hour shown on analog clocks  Tell time to the hour and half hour shown on analog and digital clocks  Use the hour hand to draw and write times on analog and digital clocks |  |
|  | **Not in the Go Math Series**  Identify coins and their value:  dime, nickel, penny  Count collection of like coins: dimes, nickels, pennies to 120 cents  Understand the meaning of the cent sign in money notation  (***this is not a CCSS and is added to the district math curriculum. )*** |  |
|  | Analyze and compare data shown in a picture graph where each symbol represents one  Make a picture graph where each symbol represents one and interpret the information by answering questions about the total number of data points, how many in each category and how many more or less are in one category than in another |  |
|  | Analyze and compare data shown in a tally chart  Make a tally chart and interpret information by answering questions about the total number of data points, how many in each category and how many more or less are in one category than in another |  |
|  | Analyze and compare data shown in a bar graph  Make a bar graph and interpret information by answering questions about the total number of data points, how many in each category and how many more or less are in one category than in another |  |
|  | Solve problems using the strategy “Make a Graph” |  |