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| **Measure and estimate lengths in standard units.** | |
| 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | * Measurement Olympics: straw/javelin throw; cotton ball/snowball throw: paper plate/discus; standing long jump |
| 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | * Measurement Olympics * T-chart to compare |
| 3. Estimate lengths using units of inches, feet, centimeters, and meters. | * Predict results prior to Measurement Olympics |
| 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | * Compare lengths of various classroom objects: pencils, books, scissors, etc. |
| **Relate addition and subtraction to length.** | |
| 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | * Meterstick Monster: create different length monsters (preprinted like mini monsters, medium monsters, mega monsters) to measure and compare centimeter lengths * Record results (pictures and equations) on paper; construct a class book |
| 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. | * Number line addition dice roll game to 100: player A rolls a die; color in number on top portion of number line; player B does the same recording results on the bottom of the number line; continue until a player reaches 100. * Number line subtraction dice roll game: follow same procedure starting at 100 and descending down to 0. |
| **Work with time and money.** | |
| 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | * Clock puzzle: red hand as hour hand – blue as minute hand; roll red dice for hour time; roll blue dice for minute time. * Construct pink lady hand – blue gentleman hand clock (ladies before gentlemen) * Daily diary of day: timeline of day; draw corresponding analog time * Movie schedule: find movie times in digital form; draw analog time |
| 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | * **Coin combination game** * **Class store (if you had 2 dimes and 3 pennies, do you have enough to buy an**   **item for 25 cents?); complete a sales receipt using both cent and dollar notation** |

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| **Represent and interpret data.** | |
| 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | * **Measurement scavenger hunt: find objects measurable to the nearest inch and use sticky notes to construct a whole group line plot of results** |
| 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1 using information presented in a bar graph. | * **Halloween candy count: cooperative groups create picture graph and a bar graph to represent candy (candy corn, M+M’s, Starbursts, Skittles,**   **Tootsie Rolls)**  **Solve teacher generated put together/take apart problems** |

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1 See Glossary, Table 1.