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| **Grade**: First | | **Unit**: Length |
| **Quarter Taught**: Q4 | | **Duration of Unit**: 6-9 days |
| ***PLC Question: What do we want all students to know and be able to do?*** | | |
| **Smart Goal for the Cycle:**  By the end of the cycle, of the students will demonstrate mastery of the standards included in the cycle, and all will demonstrate growth. | | |
| **Vocabulary: ⬜endpoint ⬜length ⬜longer ⬜shorter** | | |
| **3.0 and 2.0 Content for Unit**  **(Use full teacher NAD Proficiency Scales when planning and instructing.)** | | |
| **3.0** | **⬜ Order three or more objects by length.** (1.L1, BIM 10.1, 10.2)  **⬜ Measure the length of an object as a number of length units.** (1.L2, BIM 10.3, 10.4) | |
| **2.0** | **⬜ Describe the length of an object as the distance between its endpoints.** (1.L1, BIM 10.1, 10.2)  **⬜ Indirectly compare the length of two objects.** (1.L1, BIM 10.1, 10.2)  **⬜ Explain that when a series of objects are placed in order from shortest to longest, each object**  **will be longer than those that come before it and shorter than those that come after it.** (1.L1, BIM 10.1, 10.2)  **⬜ Arrange a series of length-unit manipulatives (inch cubes, centimeter cubes) along an object to**  **be measured such that the length units iterate from one endpoint of the object to the other**  **without gaps or overlaps.** (1.L2, BIM 10.3, 10.4)  **⬜Express the length of an object as a number of length units.** (1.L2, BIM 10.3, 10.4) | |

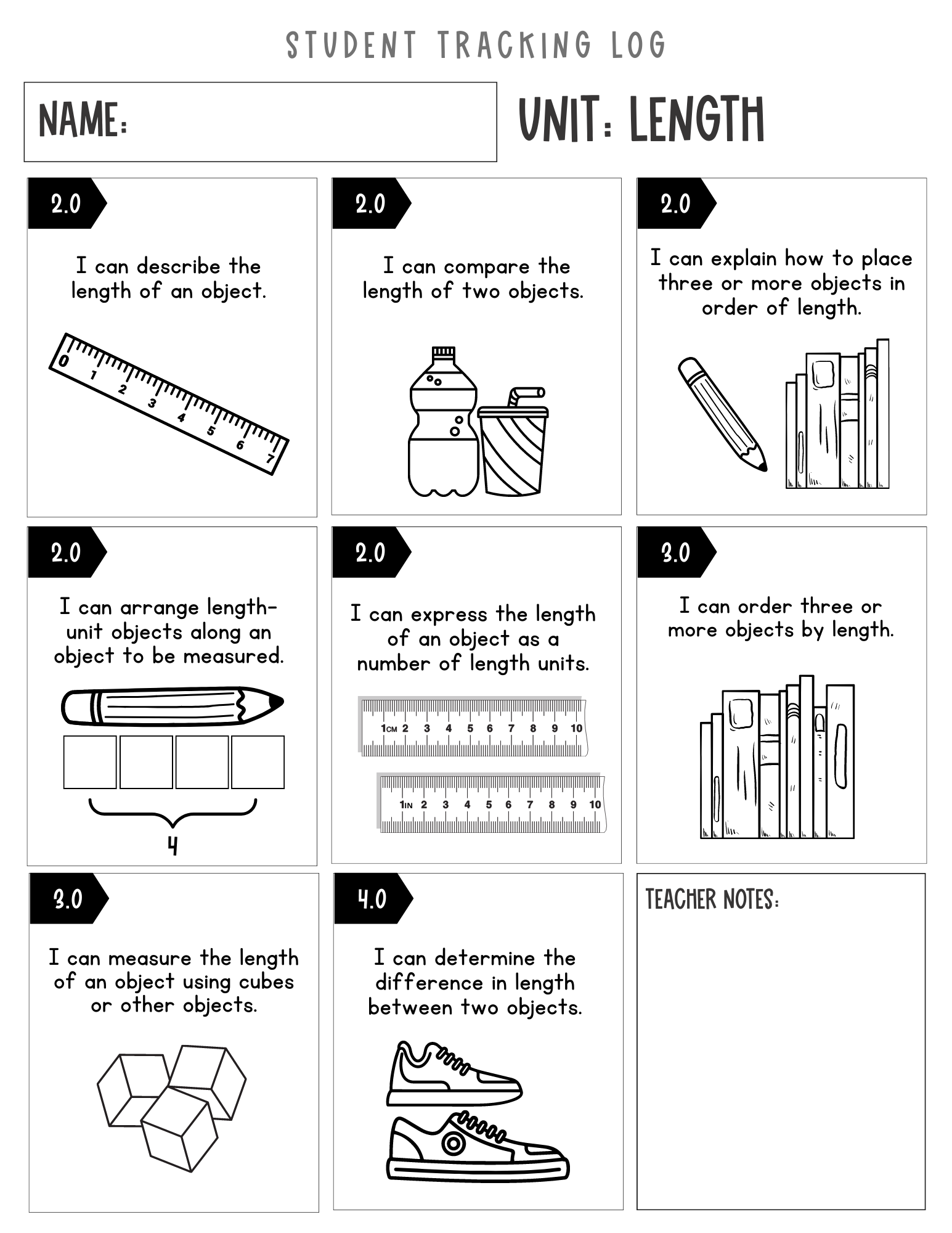
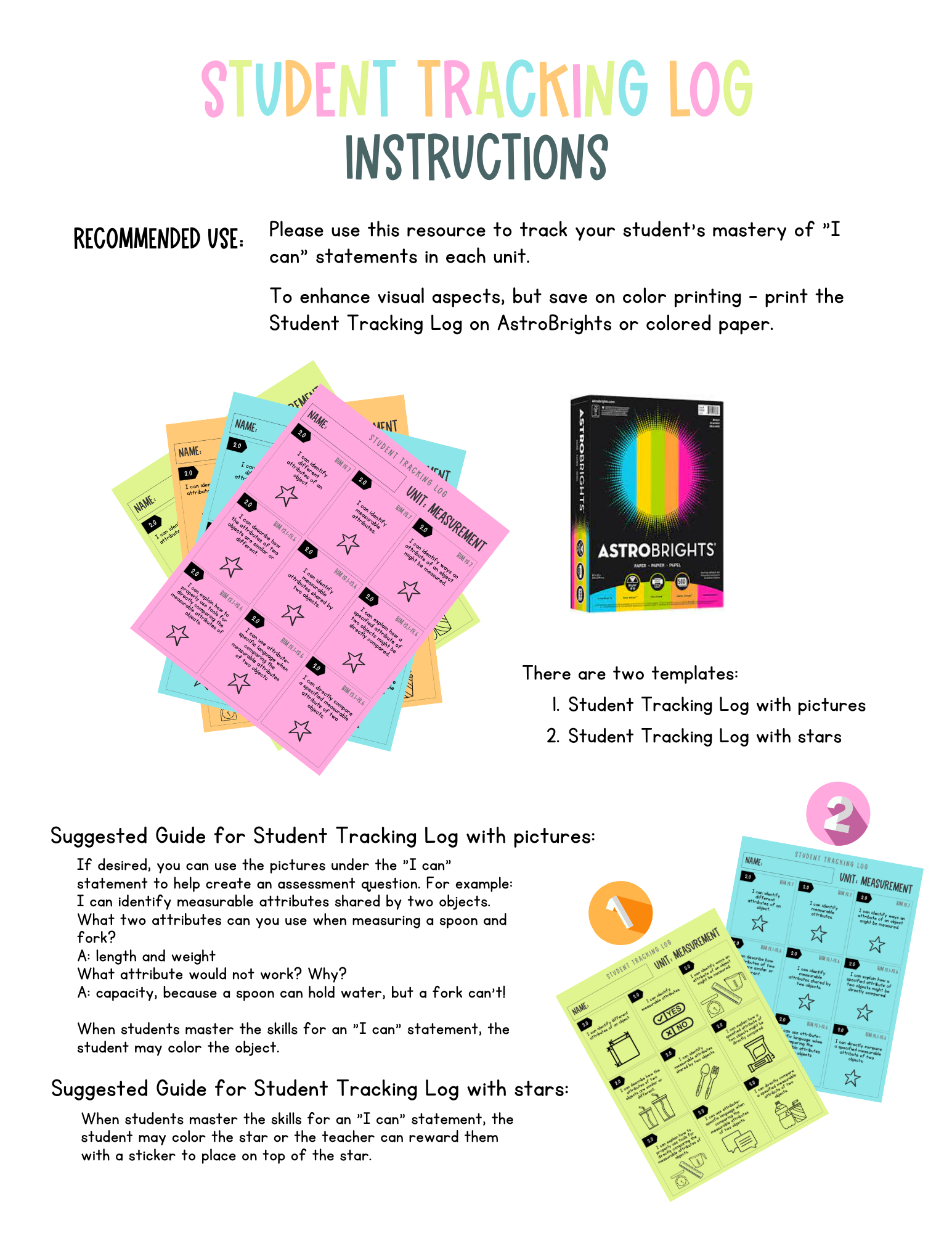
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| **Evidence of Learning** | |
| ***PLC Question: How will we know when students have learned?*** | |
| **Day 1:**  Pre-assessment  **Day 3:**  Length Gallery Walk  **Day 5:** Measurement Activity (Have students choose  10 different items to measure, such as pencils,  crayons, books, etc.)  **Day 7:**  End of Unit Assessment | **Other:**  **⬜**Observation  ⬜Manipulatives  **⬜**StudentPortfolio  **⬜**Define Vocabulary Terms  **⬜**Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Learning Supports** | |
| ***PLC Question: What will we do when students have not learned?*** | |
| **Supports Options: ⬜** Rulers **⬜** Yardsticks **⬜** Anchor charts created by students **⬜** Stories about length **⬜** Video clips **⬜** Songs | |
| **Common Errors:**   * Students start measuring an object or a line on their textbooks by starting on one, instead of 0. Use rulers that have the 0 marked on the ruler. | |
| **Re-teaching Strategies:**  **⬜**Learning centers (see BIM, T-538)  **⬜**Connect 10 paper clips. Use those paperclips to  measure things around the room.  **⬜**Peer-assisted instruction  **⬜**Online Big Ideas Math > Resources > Resources By  Chapter  **⬜**Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Re-assessment Strategies:**  **⬜**Exit tickets  **⬜**Brain dumps  **⬜**Student conferences  **⬜**Choice board  **⬜**PBL  **⬜**Online Quiz (*Kahoot, Quizziz*)  **⬜**Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Enrichment and Extension Ideas** | |
| ***PLC Question: What will we do when students already know it?*** | |
| **4.0** | ⬜ Determine the difference in length measurements between two objects measured with the same length units. |
| * BIM Lesson 10.5 matches the 4.0 element on the proficiency scale for length. | |

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| **Daily Lesson Plans** | | | | |
| ***PLC Question: How will we facilitate student learning?*** | | | | |
| **Curriculum Resources:** Big Ideas Math: Modeling Real Life, Grade 1 ©2019  Correlated BIM Lessons: 10.1-10.4  **Additional Resources:** IXL (connect Skill Plans for 2019 Big Ideas), https://www.didax.com/math/virtual-manipulatives.html, https://www.mathlearningcenter.org/apps | | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| ⬜ Pre-Assessment (attached)  ⬜ Teach attached Vocabulary (review throughout unit)  ⬜ Introduce P-Scales and I Can Statements (attached) | ⬜ Order Objects by Length  (BIM 10.1) | ⬜ Compare Lengths Indirectly (BIM 10.2)  ⬜ Check for Understanding (Length Gallery Walk attached) | ⬜ Measure Lengths (BIM 10.3) | ⬜ Measure Lengths (BIM 10.3)  ⬜ Check for Understanding (Measurement Activity) |
| **Day 6** | **Day 7** | **Day 8** | **Day 9** |  |
| ⬜ Measure More Lengths (BIM 10.4) | ⬜ End of Unit Assessment | ⬜ Reteach/ Enrich/ Extend Activities | ⬜ Reteach/ Enrich/ Extend Activities |  |
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The following documents are created via Canva



End of the documents created via Canva

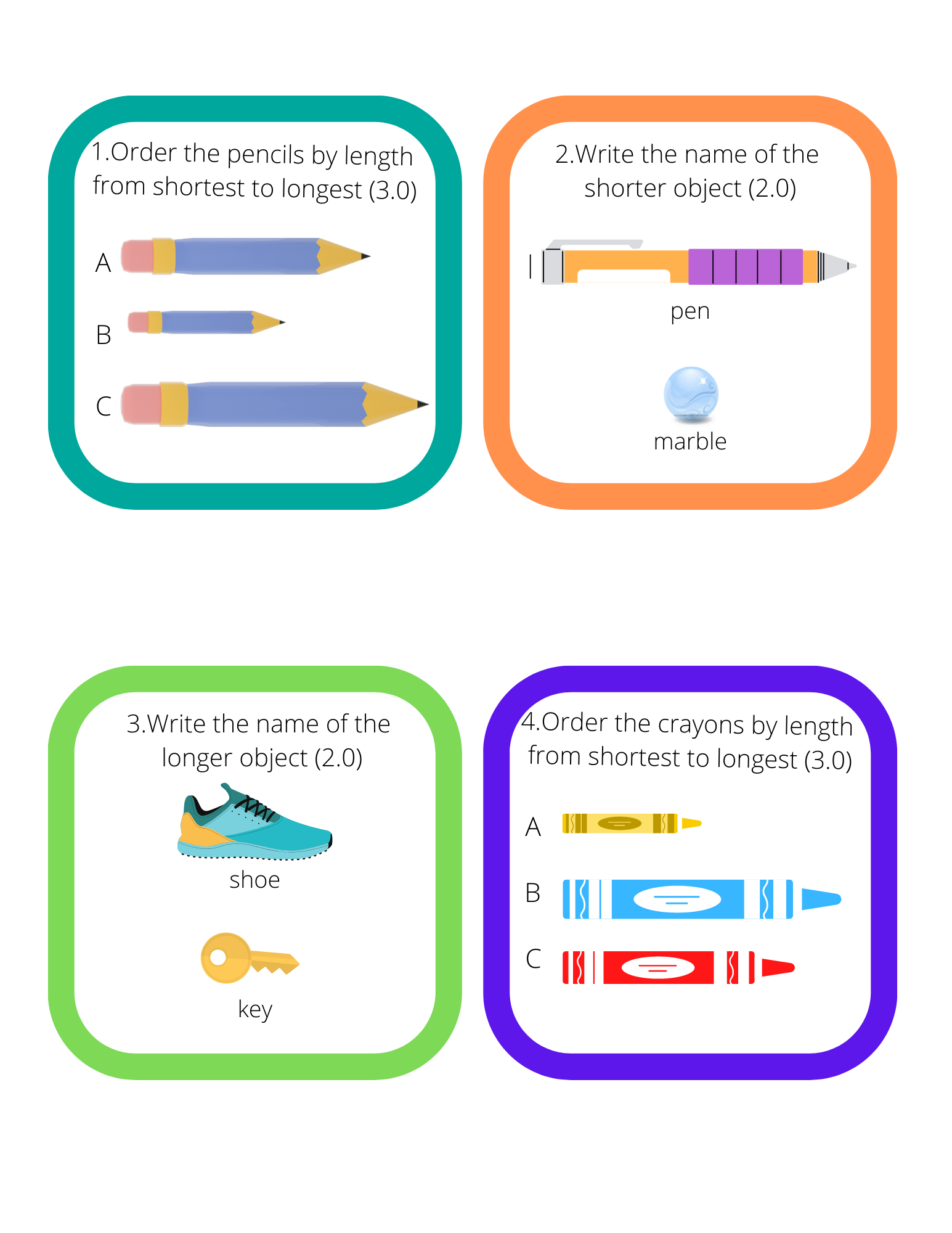
Vocabulary Cards

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| Endpoint |

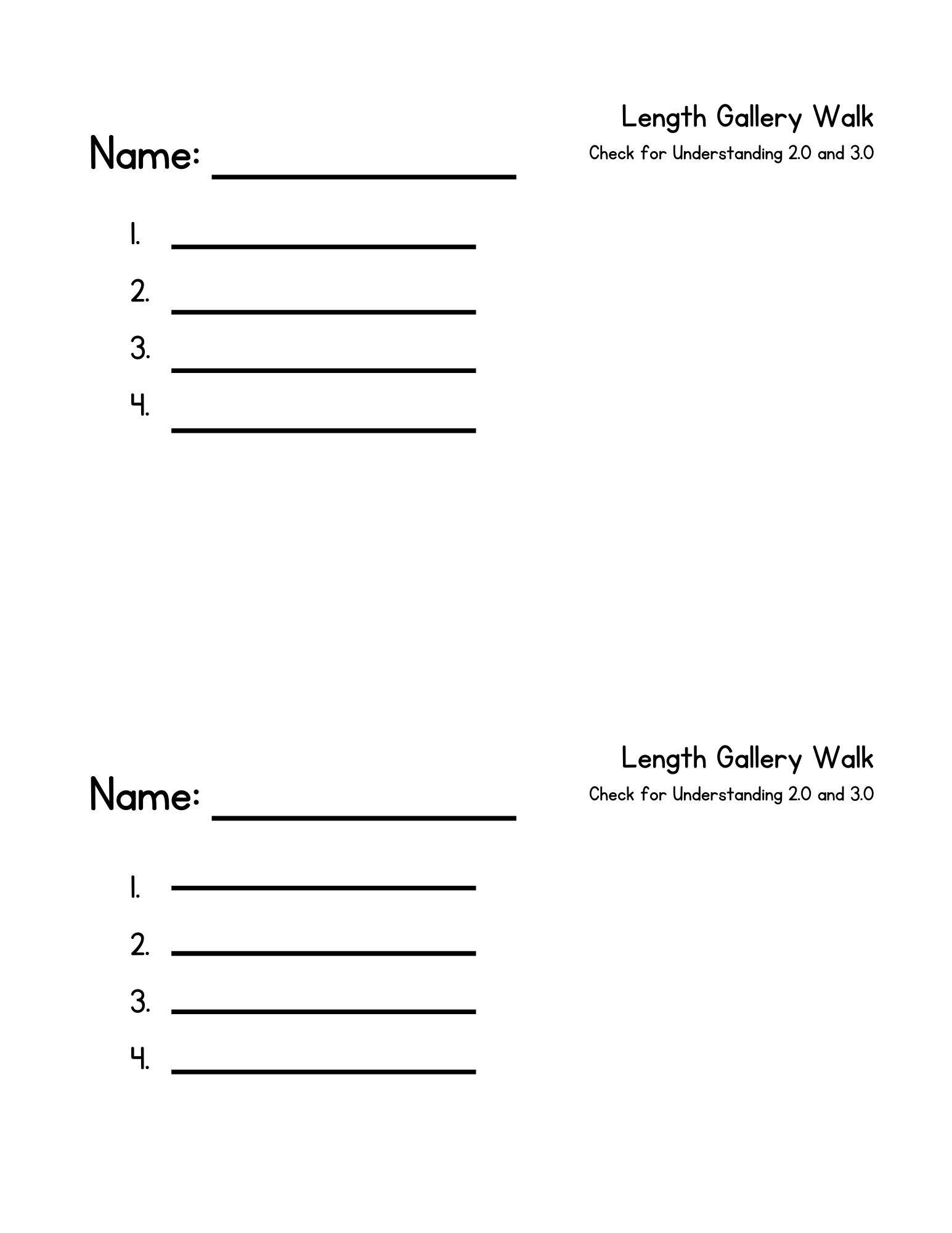
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Gallery Walk

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