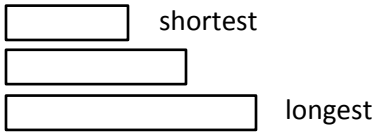
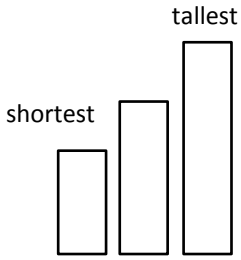
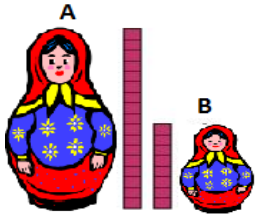
# First Grade Mathematics Newsletter

Marking Period 3, Part 1

| MT | Learning Goals by Measurement Topic (MT)<br>Students will be able to . . . |
|---|---|
| **Measurement and Data** | • order objects by length.<br>• compare the lengths of objects.<br>• measure objects using non-standard units.<br>  <br>  |

## Thinking and Academic Success Skills (TASS)

| | It is . . . | In mathematics, students will . . . |
|---|---|---|
| **Synthesis** | putting parts together to build understanding of a whole concept or to form a new or unique whole.<br>  | • choose an appropriate non-standard unit to measure an object based on the object's size.<br>• compare the lengths of two objects by using the same non-standard unit to measure them.<br>  <br>Doll A is 18 cubes tall.<br>Doll B is 8 cubes tall.<br>Doll A is 10 cubes taller than Doll B. |
| **Effort/Motivation/Persistence** | working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.<br>  | • describe whether or not a chosen non-standard unit is the most efficient choice for measuring an object.<br>• solve challenging real-life measurement problems by using a variety of strategies.<br>Sample Measurement Problem<br>You want to buy a new lunch box and you need to make sure your lunch box will fit in your cubby before you buy it. How will you use non-standard measurement to make sure your lunch box will fit into your cubby? |

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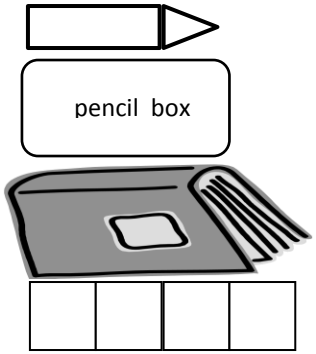
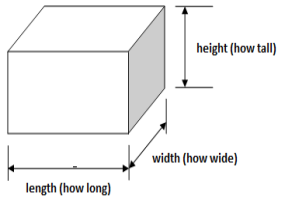
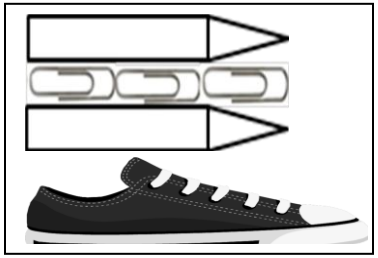
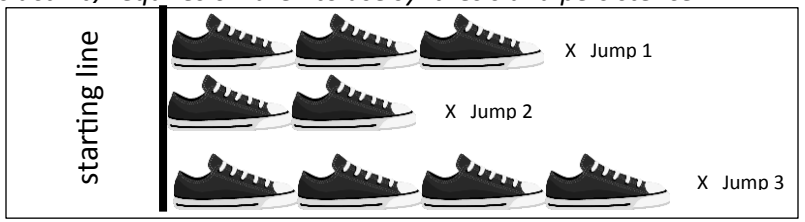
Marking Period 3, Part 1

## Learning Experiences by Measurement Topic (MT)

| MT | In school, your child will . . . | At home, your child can . . . |
|---|---|---|
| **Measurement and Data** | • describe, compare, and order the lengths of three objects using words such as "shorter/longer," "shortest/longest," and "shortest/tallest."<br>  <br><br>The pencil is shorter than the pencil box, so it will fit in the box. The book is longer than the pencil box, so the book will not fit in the pencil box.<br>The book is 4 cubes long.<br>• take linear measurements (length, width, height) of objects using the following steps:<br>  <br>○ choose an appropriate non-standard unit (cubes, counting bears, paperclips, etc.) based on the object's size. For example, a paperclip would be an appropriate unit to use to measure the length of a pencil, but a shoe would not be appropriate in this situation.<br>○ lay multiple copies of the same unit end-to-end without gaps or overlaps.<br>  <br> | • choose an appropriate non-standard unit (pennies, cereal, footsteps, etc.) and measure the lengths of objects around the house.<br>Non-standard units should be selected based upon an object's size. Paperclips are an appropriate unit to use to measure a pencil because they are shorter than a pencil. A shoe is not an appropriate unit to measure a pencil because it is longer than a pencil.<br>  <br>• discuss the importance of measurement in everyday life. For example, discuss how at the doctor's office, the doctor measures the height, weight, and temperature of a patient.<br>• measure a jump! Mark a starting point on the ground and jump forward and mark the landing point. Select an appropriate non-standard unit and measure the length of the jump. Jump two more times and measure the length of each jump using the same non-standard unit. Compare the three jumps using vocabulary such as "shortest" and "longest."<br>*This activity requires children to use synthesis and persistence.*<br>  <br><br>• use an online resource to practice measurement vocabulary: http://www.ixl.com/math/grade-1/compare-objects-length-and-height |