

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	Cluster:	Measure lengths indirectly and by iterating length units	Grade level:	1
----------------	----------------------	-----------------	--	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Student Friendly Language:
<p>I can order objects by length.</p> <p>I can use one object to help me tell about the length of other objects.</p> <p>I can use one object to help me compare the length of other objects.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Length ● Comparing ● Ordering 	<p>Objects can be compared by length.</p> <p>You can use one object to describe the length of other objects.</p> <p>Objects can be put in order from shortest to longest and vice versa.</p>	<p>Compare the lengths of objects.</p> <p>Organize objects by their length.</p> <p>Use one object to compare the length of other objects.</p> <p>Produce an arrangement of objects by lengths.</p>

Key Vocabulary:
<p>length compare object order</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>When building something, it’s important to know the lengths of the materials you’re working with.</p> <p>It is important to be able to quickly put objects in order by length.</p>

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	Cluster:	Measure Lengths Indirectly and By Iterating Length Units	Grade level:	1
----------------	----------------------	-----------------	--	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter</p>	<p>1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>	<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes.</p>

Student Friendly Language:
<p>I can measure the length of something by laying a shorter object end to end with no gaps or overlaps.</p> <p>I can tell someone the length of something by telling them how many shorter objects it equals.</p>

Know (Factual)	Understand (Conceptual)	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Measurement ● Length ● Length unit ● Whole numbers 	<p>The students will understand that:</p> <p>Objects can be measured with multiple unit lengths.</p> <p>They can use measurement to describe an object as being longer (taller) or shorter.</p>	<p>Accurately measure objects using a variety of length units (i.e. linking cubes, markers, paper clips, etc.).</p> <p>Express length to the nearest whole number.</p> <p>Use the same unit length when comparing one object with another.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">measure</td> <td style="width: 20%;">length</td> <td style="width: 20%;">length</td> <td style="width: 20%;">unit</td> <td style="width: 20%;">end-to-end</td> </tr> <tr> <td>gaps</td> <td>overlaps</td> <td>whole number</td> <td></td> <td></td> </tr> </table>	measure	length	length	unit	end-to-end	gaps	overlaps	whole number		
measure	length	length	unit	end-to-end						
gaps	overlaps	whole number								
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?										
<p>So you can measure to see if a certain object will fit in a space.</p> <p>So you can determine whether an object is longer or shorter than another object.</p>										

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	Cluster:	Tell and Write Time	Grade level:	1
----------------	----------------------	-----------------	---------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m..

Student Friendly Language:

I can tell the difference between analog and digital clocks.
 I can read analog clocks to tell time.
 I can read a digital clock to tell time.
 I can tell time to the hour.
 I can tell time to the half hour.
 I can write time in hours.
 I can write time in half hours.
 I can identify the short hand as the hour hand on an analog clock.
 I can identify the long hand as the minute hand on an analog clock.
 I can show the time using an analog clock.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Digital Clock • Analog Clock • Minute hand • Hour hand • Colon 	<p>There are two types of clocks: analog and digital.</p> <p>Analog clocks have a minute hand and an hour hand.</p> <p>On an analog clock, the minute hand is the long hand and the hour hand is the short hand.</p> <p>Time is broken down into hours and minutes. Time can be read and written.</p> <p>To write the time they put the hours, then a colon, and then the minutes.</p>	<p>Compare analog and digital clocks</p> <p>Identify minute and hour hands</p> <p>Identify colon</p> <p>Produce a given time on an analog clock</p> <p>Produce in written form a given time</p>

Key Vocabulary:

time	analog	digital	clock	hour	half hour
minute hand	hour hand	minutes	colon	o-clock	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

In order to know and anticipate when you are leaving for or needing to be at the next task in school, at home, or out in the community. An example: to be on time for a soccer game. In order to be able to properly write time. An example: Creating a birthday invitation.

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	Cluster:	Represent and Interpret Data	Grade level:	1
----------------	----------------------	-----------------	------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Limit category counts to be less than or equal to 10</p>	<p>1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer 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.</p>	<p>2.MD.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 problems 4 (See Glossary Table 1) using information presented in a bar graph.</p>

Student Friendly Language:
<p>I can gather data. I can show data. I can read data. I can tell and explain information about data. I can answer questions about data.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Categories for data Questions More than Less than 	<p>Data can be organized.</p> <p>Data can be represented in a variety of ways.</p> <p>Data can be interpreted after it has been organized.</p> <p>There are differences in data.</p>	<p>Organize data. Represent data.</p> <p>Interpret data.</p> <p>Answer questions about data.</p> <p>Ask questions about data.</p> <p>Understand and use descriptive words like more and less to describe data.</p>

Key Vocabulary:
<p><u>data</u> data points organize represent interpret categories differences</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>It is important to be able to understand, organize, represent, and interpret data in order to ask and answer questions regarding the data. For example, “How many students will be eating hot lunch today? How many will be eating cold lunch today? Voting.”</p>