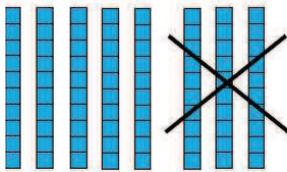
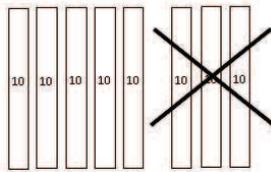


Common Core State Standards for Mathematics	This means that the student can...
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Concrete Model</p>  </div> <div style="text-align: center;"> <p>Drawing a Picture</p>  </div> </div>
Domain: Measurement and Data	
Measure lengths indirectly and by iterating length units.	
<p>1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<ul style="list-style-type: none"> • Directly compare object A to object C, and directly compare object B to object C, and make a statement comparing the length of object A and B. • Place three objects in order from longest to shortest.
<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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<ul style="list-style-type: none"> • Choose an object (such as a paper clip) to serve as a length unit. [NOTE: the length unit should be shorter than the object the student is trying to measure.] • Line up multiple copies of that object with no gaps or overlaps to span the length of an object. • Count the number of units it takes to span the object whose length the student is measuring. • Expresses the length of the object in terms of the length unit (e.g., reports that the length of a pen is 5 paper clips long).
Tell and write time.	
<p>1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.</p>	<ul style="list-style-type: none"> • Read the time on a digital clock when it displays xx:00 and xx:30 (e.g., sees “7:30” and says “seven thirty”) • Read the time on an analog clock when the minute hand points to 12 and 6. • Write the time in the format xx:xx (e.g., for “seven thirty” the student writes 7:30).
Represent and interpret data.	
<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>	<ul style="list-style-type: none"> • Take raw data (the data can be given or be collected by the student) and represent the data in an organized way into up to three categories (e.g., list each raw datum in a table under its appropriate category, or represent each datum as a tally mark under its appropriate category). • 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, and phrase the questions in the context of the problem. For example, if the data collected was about each student’s favorite fruit among the choices of apple, orange or banana, the student would ask questions like: <ul style="list-style-type: none"> ○ How many students liked apples the best? ○ How many students liked oranges the best? ○ How many students liked bananas the best? ○ How many students answered the question? ○ Which fruit did more students like?