

Building a Learning Progression & Assessment Planning Template

Unit/Topic: Module 3: Ordering and Comparing Length Measurements as Numbers

Essential Standard(s) Being Addressed (list full standard here):


- 1MDA1: Order three objects by length, compare the lengths of two objects indirectly by using a third object
- 1OAA1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (using objects, drawings, and equations with a symbol for the unknown number to represent the problem)

Learning Targets:

- We can understand the attribute to be measured using the following vocabulary: Longer, shorter, length unit, compare, tallest, shortest, equal to, centimeter, centimeter cube, data, endpoint, height
- We can use physical models to measure the attributes with a specific unit. (string, paperclips, ruler, centimeter cubes to measure height and length)
- We can compare the length of one object to another object.
- We can compare the length of one object to the lengths of two other objects.

Common Mistakes or Errors (where does it all go sideways for kids?):

- Making sure that endpoints and spacing is accurate and appropriate for measuring. (paperclips/cubes/ruler/etc. starting at endpoint of object)
- Comparison of 3 objects (complexity) Resource: Sentence frames: _____ is longer than _____. _____ is shorter than _____. _____ equal to/the same
- Reading the wrong side of a ruler
- Counting “tick” marks rather than the correct units on the ruler.
- Making sure that students order appropriately/answer question correctly, rather than always smallest to largest or largest to smallest, longest to shortest, shortest to longest.

Complex	Learning Target (highlight the verb in the standard)	Assessment Method that matches the verb	Possible Questions or Tasks (for high-leverage targets)
	We can compare the length of one object to the lengths of two other objects.	Lesson 2 Exit Ticket	Draw a picture to help you complete the measurement statements. Circle the words that make each statement true. Tanya's doll is shorter than Aline's doll. Mira's doll is taller than Aline's doll. Tanya's doll is (taller than/shorter than) Mira's doll
	We can compare the length of one object to another object.	Compare the longest side of your desk to the shortest side	Measure two sides of your desk. Which side is longer? How many unifix cubes longer is it compared to the shorter?
	We can use physical models to measure the attributes with a specific unit. (string, paperclips, ruler, centimeter cubes to measure height and length)	Measure desk using unifix cubes	Using unifix cubes, what is the length of the longest side of your desk?
	We can understand the attribute to be measured using the following vocabulary: Longer, shorter , length unit, compare , tallest, shortest, equal to, centimeter, centimeter cube, data, endpoint, height	Lesson 1 Exit Ticket	"Shoe A is _____ Shoe B."
Simple			

Which learning target(s) require a common team-created assessment? List below or highlight above.

