

## Understanding by Design: Mountain Home School District 193

Designer Name: 1<sup>st</sup> Grade Teachers edited by Kaye G. and Lisa R. Date: April 25, 2014  
Subject Area: Math Grade Level(s): 1  
Unit Title/Focus: 91-100-2  
Estimated Amount of Instructional Time: ~12

### Stage 1 – (Desired Results)

#### *State Content and Skill Standards:*

Domain: Operations and Algebraic Thinking CC.1.OA  
Domain: Number and Operations in Base Ten CC.1.NBT  
Domain: Measurement and Data CC.1.MD

*Enduring Understandings: (what are the big ideas, what are the specific understandings desired)*

*Represent and solve problems involving addition and subtraction CC.1.OA.1*

*Understand and apply properties of operations and the relationship between addition and subtraction CC.1.OA.3, CC.1.OA.4*

*Add and subtract within 20 CC.1.OA.6*

*Work with addition and subtraction equations CC.1.OA.8*

*Extend the counting sequence CC.1.NBT.1*

*Understand place value CC.1.NBT.2a, CC.1.NBT.3*

*Use place value understanding and properties of operations to add and subtract CC.1.NBT.4, CC.1.NBT.5*  
*Measure lengths indirectly and by iterating length units CC.1.MD.1, CC.1.MD.2*

*Reason with shapes and their attributes CC.1.G.1*

Students will understand that...

- The value of a number determines its order
- Objects can be measured using standard and nonstandard units of measure
- Events can be ordered by the amount of time it takes to complete each activity
- Two shapes can be exactly the same

*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*

- How do I find numbers greater than a given number?
- How can I measure the length of an object using paper clips?
- How do I know that one event takes longer than another?
- How do I know that two shapes are congruent?
- What pattern did you make?
- What is an example of this pattern?

### Big Idea(s)

Ordering Numbers to 100, Missing Addends, Sums of 10,  
Measuring using Standard & Nonstandard Units, Counting Nickels,  
Ordering Events by Elapsed Time, Congruent Shapes

*What Students will know: (what knowledge will they acquire)*

Math Vocabulary: faster, fastest, inch, longer, nickel, number line, order, smaller, congruent, digit, endpoint, estimate, greatest, least

- Adding
- Comparing and ordering numbers
- Counting
- Missing addends
- Estimating and measuring
- Problem solving
- Money
- Time

*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*

- Ordering 2-digit numbers
- Ordering numbers to 100
- Counting by 1s, 2s, 10s, and 100s
- Finding the missing addend for a sum of 10
- Addition facts: sums of 10
- Measuring length using nonstandard units
- Counting nickels and pennies

<b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> <li>• Draw a picture to solve subtraction problems</li> <li>• Draw a line segment</li> <li>• Date, day of the week</li> <li>• Reading a graph</li> <li>• Congruent shapes</li> <li>• Write a number based on the number of tens and ones</li> <li>• Divide into fourths</li> <li>• Counting dimes and pennies</li> <li>• Writing and solving addition and subtraction equations</li> <li>• Adding 2-digit numbers without regrouping</li> <li>• Counting objects</li> <li>• Complete number patterns</li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Cumulative Written Assessments 18 &amp; 19  Oral Assessment 10  Teacher Observations  Homework  Guided Practice</p>
<b>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:</b>	
<p><i>Learning Activities:</i></p> <p>Lesson 91 adding 10 to a number  Lesson 92 comparing and ordering numbers to 100  Lesson 93 counting by 100's  Lesson 94 addition facts: sums of 10, identifying a missing addend, lesson extension activity: identifying the unknown number in an addition equation  Lesson 95-1 addition facts: sums of 10, lesson extension activity: solving word problems with unknowns  Lesson 95-2 estimating and measuring length using nonstandard units, comparing the size of the unit and the number of units used to measure an object  Lesson 96 drawing congruent shapes and designs  Lesson 97 measuring and drawing line segments to the nearest inch  Lesson 98 counting nickels  Lesson 99 counting nickels and pennies  Lesson 100-1 ordering events by time  Lesson 100-2 making an organized list to solve a problem</p>	

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)  
H=HOOK all students and hold their interest  
E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue  
R=Provide opportunities to RETHINK and REVISE their understanding/work  
E (2)=Allow students to EVALUATE their work  
T=Be TAILORED (personalized) to different needs, interests, and abilities of learners  
O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

<b>Assessment Tasks that Provide Evidence for Claims</b>	<input type="checkbox"/> <b>Claim #1/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #2/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #3/DOK 1, 2, 3, 4 (circle one):</b>

including DOK	<input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources	Dimes, pennies, nickels, construction paper, index cards, labels, paper clips, cups, zip lock bags, ribbon or string in 2 colors, big sheets, and fact cards

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