Understanding by Design: Mountain Home School District 193

Designer Name: 1st Grade Teachers edited by Kaye G. and Lisa R. Date: April 25, 2014
Subject Area: Math Grade Level(s): 1
Unit Title/Focus: 101-110-2
Estimated Amount of Instructional Time: ~12

Stage 1 – (Desired Results)

State Content and Skill Standards:
Domain: Operations and Algebraic Thinking CC.1.OA

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.4
Add and subtract within 20 CC.1.OA.6
Work with addition and subtraction equations CC.1.OA.7, CC.1.OA.8
Understand place value CC.1.NBT.3
Use place value understanding and properties of operations to add and subtract CC.1.NBT.4
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.3

Students will understand that…
- Numbers can be compared
- There are bills to represent larger units of money
- When we divide, we are breaking a large group into smaller equal groups
- Standard mathematical tools are used to measure length

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)
- How do I know when one number is larger than another?
- How do I know the difference between a one-dollar bill and a five-dollar bill?
- How can I divide a set of objects equally?
- How can I create an official measuring tool to use to tell the length of a room?

Big Idea(s)

Subtracting from 10, Identifying Dozen & Half Dozen, Using Tools to Measure Length, Adding 9, Comparing Numbers, Dollar Bills, Decimal Notation, Dividing into Equal Groups, One half, one third, one sixth, Comparison Symbols, Capacity, Cup, Quart, Gallon, Liter

What Students will know: (what knowledge will they acquire)
Math vocabulary: comparison symbols, count back, decimal point, dollar sign, dozen, equal groups, equal pieces, foot, gallon, greater, half dozen, liter, one sixth, one third, quart
- Adding and subtracting
- Dozen and half dozen
- Estimating, measuring, and capacity
- Money
- Fractions
- Comparison symbols
- Comparing and ordering 2-digit numbers
- Dividing
- Problem solving

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)
- Subtract a number from 10
- Subtraction facts: subtracting a number from 10
- Measuring using feet
- Addition facts: adding 9
- Identifying halves, thirds, fourths
- Comparing 2 numbers
- Using comparison symbols <, >, =
- Dividing a set of objects by sharing
- Estimating and measuring the capacity of a container

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?) • Draw a picture to solve addition and subtraction problems • Draw a line segment • Date, day of the week • Ordering numbers from least to greatest • Draw a line segment of a given length • Identify even numbers • Count nickels • Adding and subtracting 1-digit numbers • Solve addition problems with a sum of ten with missing addends • Tell and write time to the half hour • Add 10 to a number • Draw congruent shape	*Other Evidence: (quizzes, tasks, academic prompts, homework, observations)* Cumulative Written Assessments 20 & 21 Oral Assessment 11 Teacher Observations Homework Guided Practice
Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	
Learning Activities: *Lesson 101 subtraction Facts: Subtracting a number from 10* *Lesson 102 subtraction Facts: Subtracting a number from 10* *Lesson 103 Identifying dozen and half dozen* *Lesson 104 Estimating and measuring distance using feet* *Lesson 105-1 Addition Facts: adding 9* *Lesson 105-2 Identifying on, five, ten, and twenty dollar bills, writing money amounts using a dollar sign* *Lesson 106 Addition Facts: Adding 9* *Lesson 107 Identifying one half, one third, and one sixth* *Lesson 108 Using comparison symbols >, <, and =* *Lesson 109 Dividing a set of objects by sharing* *Lesson 110-1 Identifying cup, quart, gallon, and liter containers, estimating and measuring the capacity of a container in cups*	

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

Assessment Tasks that Provide Evidence for Claims including DOK	**Claim #1/DOK 1, 2, 3, 4 (circle one):** **Claim #2/DOK 1, 2, 3, 4 (circle one):** **Claim #3/DOK 1, 2, 3, 4 (circle one):** **Claim #4/DOK 1, 2, 3, 4 (circle one):**
Achievement Level Descriptors	**ALD #1: ALD #2: ALD #3: ALD #4: (circle one):**
Materials/Resources	**Pennies, empty egg cartons, adding machine tape, one, five, ten, and twenty dollar bills, pattern blocks, zip lock bags, paper plates, construction paper, water, drop cloth, empty containers: liter, quart, gallon, plus 3-5 extras, 1 cup liquid measuring cup, paper cup,**

	Funnel, big sheets, and fact cards