

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: 111-120-2

Estimated Amount of Instructional Time: ~12

Stage 1 – (Desired Results)

State Content and Skill Standards:

Domain: Operations and Algebraic Thinking CC.1.OA

Domain: 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.2

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

Add and subtract within 20 CC.1.OA.5, CC.1.OA.6

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

Use place value understanding and properties of operations to add and subtract CC.1.MD.4

Reason with shapes and their attributes CC.1.G.1, CC.1.G.2, CC.1.G.3

Students will understand that...

- One hundred pennies is worth the same as one dollar
- There can be more than two addends in an addition problem
- Geometric solids have special names and can be identified by their attributes
- Different bills can be used to pay for items

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

- When would I use dollars instead of pennies?
- How do I add three single-digit numbers?
- How is a cone different from a sphere?
- What real world objects have the same shape as a sphere? Cone?
- What bills can I use to pay for a \$20.00 item?

Big Idea(s)

Addition to 8 & 9, Identifying Geometric Solids by Attributes, Dollar Bills, Adding Three Numbers, Addition to 11 & 12, Rounding to nearest 10, Pennies, Nickels, Dimes & Dollars, Fractional Parts of a Whole, Making a Bar Graph, Drawing Line Segments

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

Math vocabulary: centimeter, cone, cylinder, estimating, geometric solid, multiples of 10, nearer, rounding, sphere

- Adding and subtracting
- geometric solids
- money
- rounding to 10
- Money
- Fractions and fractional parts
- Graphing
- Estimating, measuring
- 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)

- Writing a some, some more story
- Writing number sentences for a set of objects
- Adding three single digit numbers
- Counting dimes, nickels, and pennies
- Reading a chart and writing observations about the chart
- Identifying geometric solids: cone, sphere, cube, cylinder

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<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"> • Draw a picture to solve addition problems • Draw a line segment • Write date & day of the week • Dividing items in half to show an equal share • Ordering numbers from least to greatest • Identify one third, one half, and one sixth, • Count nickels and pennies together • Completing number patterns (counting on by 2's, counting back by ones) • Adding 10 to a number • Read a classroom calendar and identify specific dates, day of the week, and number of days in a week • Adding and subtracting numbers to 20 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Cumulative Written Assessments 22 & 23 Oral Assessment 12 Teacher Observations Homework Guided Practice</p>
Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	
<p><i>Learning Activities:</i></p> <p>Lesson 111 Addition Facts: for of the last eight facts Lesson 112 Identifying geometric solids (cones and spheres) Lesson 113 Using bills to pay for items to \$20 Lesson 114 Addition three single-digit numbers, Lesson Extension Activity: solving word problems that call for addition of three whole numbers whose sum is less than or equal to 20 Lesson 115-1 Addition facts: The last 4 facts Lesson 115-2 rounding a number to the nearest multiple of 10 by estimating Lesson 116 counting dimes, nickels, and pennies Lesson 117 identifying fractional parts of a whole Lesson 118 graphing tags on a bar graph, writing observations about a graph Lesson 119 measuring and drawing line segments to the nearest centimeter Lesson 120-1 identifying geometric solids (cubes and cylinders) Lesson 120-2 guessing and checking to solve a problem, acting it out 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

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):
	<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	Zip top bags, ball, conical object, price tags, pennies, self-stick tags, dimes, nickels, pennies, cups, food for demonstrating fractional parts of a whole, cutting board, knife, envelopes, construction paper, big sheets, and fact cards

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