

**Understanding by Design: Mountain Home School District 193**

**Designer Name(s):** 1<sup>st</sup> Grade Teachers edited by Kaye G. and Lisa R.

**Date:** 4/25/14

**Subject Area:** Math

**Grade Level(s):** 1<sup>st</sup> Grade

**Unit Title/Focus:** (Lessons 1-10)

**Estimated Amount of Instructional Time:** ~11 days

**Stage 1 – (Desired Results)**

**State Content and Skill Standards:**

Domain: Number and Operations in Base Ten 1.NBT

Domain: Measurement and Data 1.MD

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

Students will  
Extend the counting sequence CC.1.NBT.1  
Understand place value CC.1.NBT.2  
Represent and Interpret Data CC.1.MD.4

- Sets of ones and tens can be created using concrete objects
- A set of objects can be matched to a numeral
- Whole numbers can be compared
- Data is placed on a graph to show information
- Graphs are one way to organize and record information

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

- How can I use linking cubes to model numbers?
- How can I tell if one set is greater than another set?
- How can I show that the numbers 1-9 have been ordered correctly?
- When I place information on a graph, where do I start?
- What question can I answer by reading a graph?

**Big Idea(s)**

**Making Sets of tens and ones with concrete objects, numerals, comparing numbers, and using graphs to organize data**

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

Math Vocabulary – angle, calendar, circle, cube, date, face, fewest, graph, greatest, least, left, mathematician, most, number, right, side, square

- Making Towers 1-9
- Writing Numbers 0-9
- Matching numbers to a set
- Identifying Numbers 0-9
- Identifying shapes circle & square
- Identifying the number of sides and angles in a square
- Ordering numbers (largest to smallest, smallest to largest)
- Graphing
- Right and left
- Identifying the steps in the problem solving process
- Using logical reasoning to solve a problem
- Collecting and sorting data

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

Counting objects in a set  
Comparing numbers to 10  
Matching a set to a number

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"> <li>Building towers</li> <li>Graphing</li> <li>Identifying shapes</li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> <li>Cumulative Written Assessment 1 &amp; 2</li> <li>Oral Assessment 1</li> <li>Teacher Observations</li> <li>Homework</li> </ul>

**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> <ul style="list-style-type: none"> <li>Lesson 1 – Doesn't align to CCSS in mathematics</li> <li>Lesson 2 – Making Towers for the numbers 1-5</li> <li>Lesson 3 – Writing the numbers 1, 4, &amp; 5</li> <li>Lesson 4 – Making Towers for the Numbers 1-9, ordering the numbers 0-9</li> <li>Lesson 5 – Placing an Object on a Graph, writing the numbers 2, 3, 7</li> <li>Lesson 6 – Identifying a circle and a square, Identifying the number of sides and angles of a square</li> <li>Lesson 7 – Graphing a Picture on a Pictograph, Identifying Most and Fewest on a Graph, Identifying Right and Left</li> <li>Lesson 8 – Writing the Numbers 0, 6, 8, &amp; 9</li> <li>Lesson 9 – Ordering Sets from Smallest to Largest, Identifying Most and Fewest, Ordering Numbers from Least to Greatest</li> <li>Lesson 10-1 Matching a Number to a Set, Collecting and Sorting Data, Using Data to Construct a Bar-Type Graph</li> <li>Lesson 10-2 – Identifying the Steps in the Problem-Solving Process, Using Logical Reasoning to Solve a Problem</li> </ul>
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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: <b>ALD #3:</b> ALD #4: (circle one):
Materials/Resources	Saxon Math Lesson 1 - 10-2, Index cards, zip top bags, linking cubes, graphing paper, clothespins or plastic chips, construction paper, big sheets, and fact cards