

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: Lessons 11-20
Estimated Amount of Instructional Time: ~12 days

Stage 1 – (Desired Results)

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

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

Students will ...

- Represent and solve problems involving addition and subtraction CC1.OA.1, CC1.OA.2
- Add and subtract within 20 CC1.OA.5, CC1.OA.6
- Extend the counting sequence CC1.NBT.1
- Represent and interpret data CC1.MD.4
- Reason with shapes and their attributes CC1.G.1

Saxon Language

- Whole numbers have a specific order
- A geometric figure can be identified by counting the number of sides and angles
- Geometric shapes can be sorted by attributes
- Shapes have an inside and outside

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

- How do I identify the number that comes between two numbers?
- How do I know that a shape is a triangle?
- How can I sort a set of geometric shapes into two groups: triangles and not triangles?
- How can I identify the inside and outside of a shape?

Big Idea(s)

Ordering Numbers, Identifying geometric figures by counting angles and sides, sorting geometric figures by attributes, inside and outside of shapes

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

Vocabulary – afternoon, between, cent, digit, divide, half, halves, inside, middle, morning, outside, penny, shape, sort, triangle, first, second, third, last

- Counting 0-23
- Graphing
- attributes of a triangle
- Problem solving for addition and subtraction
- Whole, half
- Identify a number between 2 numbers

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

- Counting pennies
- Identifying a number between two numbers
- Counting to 23
- Sort by one attribute

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"> Divide apples and record data Make shapes using geoboards Sorting by one attribute Counting by ones Acting out and drawing for "Some, Some More" and "Some and Some Went Away" Stories Use number cards to identify numbers that are between two numbers 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> Cummulative Written Assessment 3 & 4 Oral Assessment 2 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:	
<p><i>Learning Activities:</i></p> <ul style="list-style-type: none"> Lesson 11 Identifying Morning and Afternoon, Identifying first, Last, Between, and Middle, Identifying first, second, and third Lesson 12 Acting Out "Some, Some More" and "Some and Some Went Away" Stories Lesson 13 Identifying a Triangle, identifying the number of sides and angles of a triangle, sorting by one attribute Lesson 14 Making a shape on a geoboard, identifying inside and outside Lesson 15-1 Acting out and drawing pictures for "Some, Some More" and "Some and Some Went Away" Stories Lesson 15-2 Sorting by one attribute Lesson 16 Counting Pennies Lesson 17 Identifying a number between 2 numbers Lesson 18 dividing a solid in half Lesson 19 picturing and combining sets, graphing a picture on a pictograph Lesson 20-1 counting from 0-23 Lesson 20-2 making an organized list to solve a problem 	

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	Saxon Math Lessons 11-20-2, 3"x12: name cards, brass fastener, tagboard for arrow, construction paper shapes, 10 apples, cups, pennies, cutting board & knife, paper towels, envelopes, index cards, big sheets, and fact cards