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 21-30-2
Estimated Amount of Instructional Time: ~12 days

Stage 1 – (Desired Results)

State Content and Skill Standards:
Domain: Operations and Algebraic Thinking CC.1.0A
Domain: Geometry CC.1.G

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)	*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*
Students will Add and subtract within 20 CC.1.OA.5, CC.1.OA.6 Represent and solve problems involving addition and subtraction CC.1.OA.1 Work with addition and subtraction equations CC.1.OA.7, CC.1.OA.8 Reason with shapes and their attributes CC.1.G.1 • In a 2-digit number, one digit tells the number of tens and the other digit tells the number of ones • Some work problems reflect the combining of sets • Making a picture can help solve a problem • Symbols tell us how to solve problems	• How do I tell someone how to write the number 19? • How do I know if I will use addition to solve a word problem? • When I draw a picture to help solve a problem, what do I do first? • How do I know when to use the addition symbol when I am writing a number sentence to solve a problem?

Big Idea(s)

Two digit numbers, combining sets, making pictures to solve problems, and symbols

What Students will know: (what knowledge will they acquire)	*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*
Math Vocabulary: addition, balance, double, equal, heavier, hexagon, lighter, parallelogram, pattern, plus, rectangle, repeating pattern, trapezoid, fourth, fifth, sixth doubles with sums to 18 ordinal numbers to 6th identify shapes and their attributes addition problem solving	• Using a picture to find a sum • Identifying ordinal position to sixth • Identifying geometric shapes

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?)	*Other Evidence: (quizzes, tasks, academic prompts, homework, observations)*
Using a picture to find a sum Use concrete objects to add Use concrete objects for ordinal numbers Using pattern blocks for shape attributes Doubles Rap Using geoboards to make shapes Acting out "Some & Some More" & "Some and Some Went Away"	Cumulative Written Assessment 5&6 Oral Assessment 3 Teacher Observations Homework

Using student/teacher fact cards to demonstrate fluency Using student wrap ups	

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:

Saxon Curriculum
Lesson 21 Writing Addition Number Sentences, representing equivalent forms of the same number
Lesson 22 Identifying Ordinal Position to Sixth
Lesson 23 addition facts: doubles with sums to 10
Lesson 24 Identifying a rectangle, identifying the number of sides and angles of a rectangle
Lesson 25-1 writing number sentences for "Some, Some More" and "Some and Some Went Away" Stories, creating addition problem situations
Lesson 25-2 identifying the attributes of pattern blocks
Lesson 26 not aligned to CCSS creating and reading a repeating pattern
Lesson 27 addition facts: doubles with sums to 18
Lesson 28 addition facts: doubles with sums to 18
Lesson 29 not aligned to CCSS identifying lighter and heavier using a balance
Lesson 30-1 addition facts: doubles with sums to 18
Lesson 30-2 looking for a pattern 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	☐ **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	**Saxon Math Lessons 21 – 30-2, construction paper, pattern blocks, zip lock bags, materials for differing weights, 6 identical containers, big sheets, and fact cards**