

Understanding by Design: Mountain Home School District

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: 31-40-2
Estimated Amount of Instructional Time: ~12

Stage 1 – (Desired Results)

State Content and Skill Standards:

Domain: Operations and Algebraic Thinking 1.OA.
 Domain: Measurement and Data 1.MD

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

Students will ...
 Add and subtract within 20 1.OA.6
 Measurement and Data 1.MD.1, 1.MD.2
 Represent and interpret data 1.MD.4

Saxon

- To identify a number one more than, count forward to the next counting number
- When adding 1, look for the larger number and count 1 more
- Data can be collected, sorted, and put into a graph
- Some word problems can be solved using only one operation
- Subtraction is used when we are taking away from a set

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

- How can I identify a number that is one more than a given number?
- How do I add one to a number?
- Where do I start when I am putting information on a bar graph?
- How can I determine if a word problem is a some, some more or a some, some went away story?
- How do I know to use subtraction to solve a story problem?

Big Idea(s)

One more than, collecting data, making graphs, solving word problems using operations, subtraction

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

Math Vocabulary – addition, balance, double, equal, heavier, hexagon, lighter, parallelogram, pattern, plus, rectangle, repeating pattern, trapezoid, fourth, fifth, sixth

Ordering numbers to 20
 Addition
 Subtraction
 Counting back from 10 to 1
 Creating & reading a bar graph
 Estimating and measuring length
 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)

Identifying the missing numbers in a counting sequence
 Using a picture to find a difference
 Identifying the missing number in a counting sequence
 Reading a pictograph

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
- Graphing
- Counting on
- Same and different
- Extending a pattern

Other Evidence: (quizzes, tasks, academic prompts, homework, observations)

Cumulative Written Assessment 6 & 7
 Oral Assessment 4
 Teacher Observations
 Homework
 Guided Practice

- Doubles facts
- Writing and solving addition equations
- Left, right, top, bottom

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 31 **not aligned to CCSS** Covering Designs with Pattern Blocks
- Lesson 32 Ordering numbers to 20, adding 1 to a number
- Lesson 33 writing number sentences for some, some went away stories, creating subtraction problem situations
- Lesson 34 counting backward from 10-1, adding 1 to a number
- Lesson 35-1 **not aligned to CCSS** identifying morning, afternoon, evening, and night
- Lesson 35-2 estimating and measuring length using nonstandard units
- Lesson 36 addition facts: adding 1
- Lesson 37 addition facts: adding 1
- Lesson 38 sorting items and creating a graph
- Lesson 39 **not aligned to CCSS** weighing objects using nonstandard units
- Lesson 40-1 finding a sum by counting on, making and reading a bar graph
- Lesson 40-2 using logical reasoning 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 31- 40-2, pattern blocks, zip lock bags, pennies, newspaper and magazine pictures, brass fasteners, big sheets, and fact cards