

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: 41-50-2

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.1

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

Extend the counting sequence CC.1.NBT.1

Understand place value CC.1.NBT.2c

Use place value understanding and properties of operations to add and subtract CC.1.NBT.5, CC.1.NBT.6

Tell and write time CC.1.MD.3

Students will understand that...

- When we take one away from a set, we are subtracting one.
- To add one, we count forward one; to subtract one, we count backward one.
- When comparing capacity, the smallest container is the one that will hold the least amount.
- We use a clock to tell the exact time.

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

- How do I find a number that is one less than a given number?
- What is the difference between a subtracting 1 fact and an adding 1 fact?
- How do I know if one container has a greater capacity than another container?
- How do I know by looking at a clock that a new hour is beginning? What does the long hand on a clock tell us? The short hand?

Big Idea(s)

Adding one, subtracting one, telling time, comparing capacity

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

Math Vocabulary – capacity, minute hand, dime, o'clock, hour, subtract, hour hand, take away, identical

- Addition facts: adding 0
- Covering a design in different ways
- Counting by 10's to 100
- Subtraction facts: subtracting 1
- Identifying Identical designs
- Counting dimes
- Counting by 2's
- Telling time to the hour
- Subtraction Facts: subtracting 0 and subtracting a number from itself
- Estimating the capacity of containers, ordering containers by capacity, identifying a 1 cup liquid

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

Covering a design in different ways
Counting sets of 10s or 1s
Counting by 10s
Subtraction facts: subtracting 1
Counting dimes and pennies
Telling time to the hour
Ordering containers by capacity

<ul style="list-style-type: none"> measure Drawing a picture to solve a problem 	
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 and subtraction problems Counting back from 10 Counting on Shapes Colors Ordering longest to shortest Addition facts Writing and solving addition and subtraction equations 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Cumulative Written Assessments 8 & 9</p> <p>Oral Assessment 5</p> <p>Teacher Observations</p> <p>Homework</p> <p>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 41 Addition facts: adding 0</p> <p>Lesson 42 Covering a Design in Different Ways</p> <p>Lesson 43 Counting by 10's to 100</p> <p>Lesson 44 Subtraction Facts: Subtracting 1</p> <p>Lesson 45-1 Subtraction Facts: Subtracting 1</p> <p>Lesson 45-2 Identifying Identical designs</p> <p>Lesson 46 Counting dimes</p> <p>Lesson 47 Counting by 2's</p> <p>Lesson 48 Telling time to the hour</p> <p>Lesson 49 Subtraction Facts: Subtracting – and subtracting a number from itself</p> <p>Lesson 50-1 Estimating the capacity of containers, ordering containers by capacity, identifying a 1-cup liquid measure</p> <p>Lesson 50-2 Drawing a picture 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	Saxon Math Lessons 41 – 50-2, pennies, pattern blocks, dimes, bell, work mats,

	containers: liter, quart, half-gallon, pint, and half-pint, food coloring, 1 cup liquid-measuring cup, water basin, funnel, newspaper, big sheets, and fact cards
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