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: 61-70
Estimated Amount of Instructional Time: ~<u>12</u>

Stage 1 – (Desired Results)

State Content and Skill Standards:
    Domain: Measurement and Data CC.1.MD
    Domain: Geometry CC.1.G

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)
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
Use place value understanding and properties of operations to add and subtract CC.1.NBT.4
Measure lengths indirectly and by iterating length units CC.1.MD.1, CC.1.MD.2
Represent and interpret data CC.1.MD.4
Reason with shapes and their attributes CC.1.G.1, CC.1.G.2, CC.1.G.3

Students will understand that…

- A combination of dimes and pennies can be used to purchase items less than a dollar.
- The length of objects can be measured using nonstandard units.
- A graph is used to display data or information
- Tallying is a way to keep track of things that you are counting
- A picture can also be used to solve a problem

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

How do I know how many dimes and pennies I will need to purchase an item that costs 51 cents?

What nonstandard unit of measure can I use to measure the length of a pencil?
What questions can I answer using a graph?
How do I draw tally marks? How do I count tally marks?
When would I draw a picture to solve a problem?

Big Idea(s)

Combining dimes and pennies, measuring length with non-standard units, displaying data on a graph, tallying, solving problems with pictures

What Students will know: (what knowledge will they acquire)
Math Vocabulary: cent symbol, length, longest, ordinal number, pair, tally, zero, one, two, three, four, five, six, seven, eight, nine, ten

- Adding
- subtracting
- measuring
- number words
- graphing
- pairs
- ordinal position
- counting and writing money amounts
- halves and wholes
- tallying and counting tallies

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

- addition facts: adding 2
- Measuring length using nonstandard units
- Identifying the number words for 0-10
- Making pairs
- Identifying whether a set has an even or odd number of objects
- Reading a graph
- Reading a bar graph
- Paying for items using dimes and pennies
- Subtraction facts: subtracting 2
- Tallying

• problem solving	• Counting tally marks and showing numbers using tally marks • Counting by 5s

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)

• Draw a picture to solve addition and subtraction problems
• Pairs
• Counting money
• Before, after, between
• Counting on
• Writing and solving addition and subtraction equations
• Time
• Extending a pattern
• Ordinal numbers
• Counting objects
• First, last
• date
	Cumulative Written Assessments 12 & 13
	    Oral Assessment 7
	    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:

Learning Activities:

Lesson 61 Addition Facts: Adding 2
Lesson 62 Comparing and ordering objects by length, measuring length using nonstandard units, (lesson extension) comparing the length of 2 objects indirectly by using a third object
Lesson 63 Writing numbers 0-10 using words
Lesson 64 identifying pairs
Lesson 65-1 graphing pieces used to cover a design, reading a graph
Lesson 65-2 identifying ordinal position to 26th
Lesson 66 writing money amounts using the cent symbol, paying for items using dimes and pennies
Lesson 67 dividing a square into halves
Lesson 68 subtraction facts: subtracting 2
Lesson 69 subtraction facts: subtracting 2
Lesson 70-1 tallying, counting by 5's
Lesson 70-2 drawing a picture 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	4 objects to measure length, pennies, cups, pattern blocks, 6 empty food cans or boxes, self stick tags, dimes, 2 slices bread, cutting board & knife, construction paper, big sheets, and fact cards