

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: 71-80-2

Estimated Amount of Instructional Time: ~12

Stage 1 – (Desired Results)

State Content and Skill Standards:

Domain: Operations and Algebraic Thinking CC.1.OA

Domain: Number and Operations in Base Ten CC.1.NBT

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

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.6

Work with addition and subtraction equations CC.1.OA.8

Use place value understanding and properties of operations to add and subtract CC.1.NBT.4

Reason with shapes and their attributes CC.1.G.2

Students will understand that...

- 2-digit numbers can be broken into tens and ones
- Numbers can be added using different strategies
- 2-digit numbers can be added by grouping the ones and tens
- Some word problems can be solved by acting it out
- Manipulatives can be used to model the addition of 2-digit numbers
- Area can be measured using nonstandard unit

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

- How do I know how many tens are in a 2-digit number? Ones?
- How do I find the answer to a “doubles plus one” fact?
- What number combinations with addends less than ten are “doubles plus one” facts?
- What strategies can I use to find the sum of 2-digit numbers?
- How can I use dimes and pennies to show how to find the sum of 2-digit numbers?
- What could I use to find the area of a shape?
- What is the same about all the shapes in a row?
- What is the same about all the shapes in a column?
- If you send 1 dime and 3 pennies for another item, how could you find out how much money you spent in all?

Big Idea(s)

Tens & Ones, Adding Doubles and Doubles plus One,
2-Digit Addition with Dimes & Pennies, Acting Out Word Problems,
Using Manipulatives for Addition, Measuring Area

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

Math Vocabulary: area, endpoint, line segment, pentagon, ruler, size

- Use a ruler
- Sorting
- Adding
- Estimating
- Measuring
- Shapes
- 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)

- Adding 2-digit numbers using dimes and pennies without regrouping
- Finding the sums of doubles plus 1 facts
- Addition facts: doubles plus one

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 problems • Date, day of the week • Draw a line of symmetry • Writing and solving addition and subtraction equations • Extending a pattern • Time • Before, after, between • Half, whole • Top, bottom • Counting money • Counting on • Even, odd • Counting objects 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Cumulative Written Assessments 14 & 15 Oral Assessment 8 Teacher Observations Homework 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 71 using a ruler to draw a line segment Lesson 72 sorting common objects Lesson 73 adding 2-digit numbers without regrouping using dimes and pennies Lesson 74 adding 2-digit numbers without regrouping using dimes and pennies Lesson 75-1 adding 2-digit numbers without regrouping using dimes and pennies Lesson 76 addition facts: showing doubles plus 1 facts Lesson 77 Addition facts: identifying doubles plus 1 facts Lesson 78 Addition Facts: doubles plus 1 facts Lesson 79 Addition Facts: doubles plus 1 facts Lesson 80-1 Addition Facts: doubles plus 1 facts Lesson 80-2 Guessing and checking to solve a problem, acting it out 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	Empty food cans and boxes, construction paper, self stick tags, dimes, pennies, grocery store , sales receipt, zip lock bags, big sheets, and fact cards

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