

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: 81-90-2

Estimated Amount of Instructional Time: ~12

Stage 1 – (Desired Results)

State Content and Skill Standards:

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

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

Add and subtract within 20 CC.1.OA.5, CC.1.OA.6

Extend the counting sequence CC.1.NBT.1

Understand the place value CC.1.NBT.2a, CC.1.NBT.2c, CC.1.NBT.3

Use place value understanding and properties of operations to add and subtract CC.1.NBT.4, CC.1.NBT.5

Tell and write time CC.1.MD.3

Represent and interpret data CC.1.MD.4

Reason with shapes and their attributes CC.1.G.1, CC.1.G.3

Students will understand that...

- Numbers can be rounded to the nearest multiple of ten
- Adding ten to a number is the same as counting up ten
- Groups of items can be compared
- When the minute hand of a clock takes half of its long trip around the clock, the hour hand takes half of its short trip from one number to the next
- Numbers can be represented with concrete and pictorial models

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

How do I know which multiple of ten a number is nearer?

How do I know that a number is ten more than a given number?

How can I find how many more things are in one group than another?

What does it mean when the minute hand is pointing to the six?

How can I show a number using pictures or objects?

If you spend 2 dimes and 5 pennies for one item and 4 dimes and 5 pennies for another item, how could you find out how much money you spent in all?

Big Idea(s)

Rounding Numbers, Adding ten, Comparing Groups, Time to the Half Hour, Representing Numbers Concretely and Pictorially, Adding 2-digit Numbers with Regrouping

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

Math Vocabulary-congruent, half hour, half past, less, more, one fourth, place value

- Adding
- Graphing
- Congruent shapes
- Counting
- Place value
- Money
- Time
- Fractions
- Skip counting
- 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 without regrouping
- Sorting collections of objects
- Making congruent shapes
- Identifying congruent shapes
- Counting large collections
- Counting sets of 10s and 1s
- Trading pennies for dimes
- Adding 2-digit numbers with regrouping using dimes and pennies
- Telling time to the half hour

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 • Date, day of the week • Tally marks • Before, after, between • Half, whole • Writing and solving addition and subtraction equations • Write a number based on the number of tens and ones • Counting dimes and pennies • Adding 2-digit numbers without regrouping • Counting objects • Reading a graph • Draw a line segment 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Cumulative Written Assessments 16 & 17 Oral Assessment 9 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 81 adding 2-digit numbers without regrouping Lesson 82 identifying how many more on a graph Lesson 83 Identifying and making congruent shapes Lesson 84 counting large collections, grouping by 10s Lesson 85-1 using concrete and pictorial models to represent 2-digit numbers Lesson 85-2 trading pennies for dimes Lesson 86 adding 2-digit numbers with regrouping using dimes and pennies Lesson 87 telling time to the half hour Lesson 88 dividing a shape into fourths, coloring halves and fourths, Lesson extension activity: dividing a shape into halves and fourths Lesson 89 adding 10 to a number Lesson 90-1 counting by 10's from a single-digit number Lesson 90-2 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	Dimes, pennies, price tags, construction paper, zip lock bags, collection of 60-100 small objects, big sheets, and fact cards

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