

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 1-10)

Estimated Amount of Instructional Time: ~12 days

Stage 1 – (Desired Results)

State Content and Skill Standards: **CCSS and section overview card**

Domain: Counting and Cardinality

Cluster: Count to tell the number of objects

Domain: Measurements and Data

Cluster: Classify Objects and Count the Number of Objects in Each category

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

Students will **Understand**

Know number names and count sequence

K.CC.1.1

K.CC.1.3

Count to tell the number of objects

K.CC.4

K.CC.4(a-c)

K.CC.5

Compare numbers

K.CC.6

Classify objects and count the number of objects in each category

K.MD.3

Saxon Language **from section overview "enduring Understandings**

- Objects in a set can be counted
- The seven days of the week have different names and are used as a way to communicate time.
- There are twelve months in a year.
- Shapes have names and can be identified.
- Graphs show which group or number has more and which has less.

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

Promoting the mathematical Practices from Saxon card

- What are some things I can count?
- What are the days of the week?
- Will September be before or after August? How do I know?
- What are some shapes I recognize in the room?
- How can I find which has more and which has less on a graph?

Big Idea

Counting Objects, Days of the Week, Months of the Year, Graphs to Show More & Less, Counting 1 to 1 Correspondence, AB Color Patterns, Identifying Shapes

From saud.us/Page/23207

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

Math Vocabulary – count, first, graph, less, more, number, pattern, pictograph

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

Objectives

- Free Exploration of Teddy Bear Counters and

<p>Saxon Lessons Summary from titles of lesson cards</p> <ul style="list-style-type: none"> • Exploring Teddy Bear Counters • Exploring Pattern Blocks • Placing a Picture on a Pictograph • Identifying More and Less on a Graph • Reading a Graph • Counting to 5 with One-to-One Correspondence • Exploring Linking Cubes • Creating an AB Color Pattern 	<ul style="list-style-type: none"> • Pattern Blocks • Making sets of 1-5 Objects • Creating a AB Color Pattern
<p align="center">Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</p>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>(what they do in Saxon Lessons)</p> <ul style="list-style-type: none"> • Explore math materials • Building a Pictograph • Discussing More and Less • Reading a Graph • Counting to Five with Teddy Bears • Building Linking Cube Towers • Building an AB Pattern with Linking Cubes 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Assessment</p> <ul style="list-style-type: none"> • Oral Assessment 1 (Identifying and Naming Shape Pieces) • Teacher Observations • Lesson Practice
<p align="center">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>	
<p><i>Learning Activities:</i></p> <p>Saxon Table of Contents Lessons 1-10</p> <p>Lesson 1 –Explore Teddy Bear Counters (Count and Numbers)</p> <p>Lesson 2 –Explore Teddy Bear Counters (Numbers)</p> <p>Lesson 3 –Exploring Pattern Blocks (Numbers)</p> <p>Lesson 4 –Exploring Pattern Blocks (Shapes)</p> <p>Lesson 5 –Placing a picture on a pictograph and Identifying more and less on a graph</p> <p>Lesson 6 –Reading a Graph</p> <p>Lesson 7 –Counting to five and one-to-one correspondence</p> <p>Lesson 8 – Counting to five and one-to-one correspondence</p> <p>Lesson 9 –Create an AB color pattern and Counting to five and one-to-one correspondence</p> <p>Lesson 10-1- Oral Assessment 1 (Identifying and naming shapes)</p>	

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1 (<i>Concepts and Procedures</i>) Depth of Knowledge (DOK) <u>Circle One</u> 1 - Recall and Reproduction (<i>Below Basic</i>) 2 - Skills and Concepts (<i>Basic</i>) 3 - Short Term Strategic Thinking (<i>Proficient</i>) 4 - Extended Thinking (<i>Advanced</i>)
	<input type="checkbox"/> Claim #2 (<i>Problem Solving</i>) Depth of Knowledge (DOK) <u>Circle One</u> 1 - Recall and Reproduction (<i>Below Basic</i>) 2 - Skills and Concepts (<i>Basic</i>) 3 - Short Term Strategic Thinking (<i>Proficient</i>) 4 - Extended Thinking (<i>Advanced</i>)
	<input type="checkbox"/> Claim #3 (<i>Communicating Reasoning</i>) Depth of Knowledge (DOK) <u>Circle One</u> 1 - Recall and Reproduction (<i>Below Basic</i>) 2 - Skills and Concepts (<i>Basic</i>) 3 - Short Term Strategic Thinking (<i>Proficient</i>) 4 - Extended Thinking (<i>Advanced</i>)
	<input type="checkbox"/> Claim #4 (<i>Modeling and Data Analysis</i>) Depth of Knowledge (DOK) <u>Circle One</u> 1 - Recall and Reproduction (<i>Below Basic</i>) 2 - Skills and Concepts (<i>Basic</i>) 3 - Short Term Strategic Thinking (<i>Proficient</i>) 4 - Extended Thinking (<i>Advanced</i>)
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one): (Grade Level Goal ALD #3)
Materials/Resources	Teddy Bears, Pattern Blocks, Paper Circles, Linking Cubes, Name Strips

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

Math Domains Key

CC	Counting and Cardinality
OA	Operations and Algebraic Thinking
NBT	Number and Operation in Base Ten
MD	Measurement and Data
G	Geometry