

Understanding by Design: School ___MHSD grade K_____

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 91-100)

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: Compare numbers.

Domain: Measurement and Data

Cluster: Describe and compare measurable attributes.

*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.3

Count to tell the number of objects

- K.CC.5

Compare numbers

- K.CC.6
- K.CC.7

Understands addition as putting together and adding to and understanding subtraction as taking apart and taking from.

- K.OA.1
- K.OA.2

Describe and Compare Measurable Attributes

- K.MD.1
- K.MD.2

Identify and Describe Shapes

- K.G.1
- K.G.2
- K.G.3

Analyze, Compare, create, and compose shapes

- K.G.4
- K.G.5

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

- When we share something, we divide it into equal parts.
- Pennies, nickels, and dimes can be used to make different number combinations.
- Height can be used to order and compare objects

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

Promoting the mathematical Practices from Saxon card

- How can I divide to share equally?
- How do I count nickels? Pennies? Dimes?
- What is the difference between shortest and tallest?

Extend and Challenge Questions

- What patterns did you make?
- What is an example of this pattern?

Big Idea

Identifying Nickels, Counting by Five, Cylinder, Comparing Objects by Height, ABC Patterns, Dividing into Equal Parts, Comparing Sets, Solving Word Problems, Days of the Week

From saud.us/Page/23207

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

**Math Vocabulary –
New**

Cylinder, equal, greater, greatest

Maintained

Divide, tallest, shortest

Saxon Lessons Summary from titles of lesson cards

- Nickels
- Counting by 5
- Cylinders
- Ordering by height
- Patterns
- Dividing in 2
- Identifying and ordering numbers
- Comparing numbers through 10
- Hot and cold (Temperature)
- Solving a problem by drawing a picture

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

Objectives

- Counting by 5's
- Counting Nickels
- Identifying, Copying, and Extending an ABC Color Pattern
- Paying for items to 50 Cents Using Nickels
- Dividing by Sharing
- Comparing Numbers Through 10

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?)

(what they do in Saxon Lessons)

- Learn about the nickel
- Counting by 5
- Order cylinders from shortest to tallest
- Pay for items using nickels
- ABC patters using body and voice
- Share crackers into equal groups
- Identify and order numbers on playing cards
- Play a card game called war
- Identify things that are hot and cold
- Solve a story problem by drawing a picture

Other Evidence: (quizzes, tasks, academic prompts, homework, observations)

Assessment

- **Oral Assessment 10**
(Naming the Days of the Week and Copying a Geo-board)
- **Teacher Observations**
- **Lesson 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:

Saxon Table of Contents Lessons 91-100

- Lesson 91- Identifying Nickels, Trading 5 Pennies for a Nickel, Comparing Events According to Duration of Time, Count by 5
- Lesson 92- Counting Nickels to 25 Cents
- Lesson 93- Identifying a Cylinder, Ordering Objects by Height
- Lesson 94- Paying for Items to 25 Cents using Nickels
- Lesson 95- Identifying, Creating, and Extending ABC Sound and Movement Patterns
- Lesson 96- Paying for Items to 50 Cents using Nickels
- Lesson 97- Dividing by Sharing
- Lesson 98- Identifying and Ordering Numbers, Comparing Sets of Objects
- Lesson 99- Comparing Numbers Through 10
- Lesson 100-1- Identifying Hot and Cold Objects.
- Lesson 100-2- Solving a Problem by Drawing a Picture, Oral Assessment 10: Naming the Days of the Week, Copying Geo-board Designs

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

<p>Assessment Tasks that Provide Evidence for Claims including DOK</p>	<p><input type="checkbox"/> Claim #1 (<i>Concepts and Procedures</i>) Depth of Knowledge (DOK) Circle One 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>)</p>
	<p><input type="checkbox"/> Claim #2 (<i>Problem Solving</i>) Depth of Knowledge (DOK) Circle One 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>)</p>
	<p><input type="checkbox"/> Claim #3 (<i>Communicating Reasoning</i>) Depth of Knowledge (DOK) Circle One 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>)</p>
	<p><input type="checkbox"/> Claim #4 (<i>Modeling and Data Analysis</i>) Depth of Knowledge (DOK) Circle One 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>)</p>

Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one): <i>(Grade Level Goal ALD #3)</i>
Materials/Resources	2 cups of 5 pennies each, nickels, pencil with 5 cent price tag, paper cups, cups, of nickels, 5 cans of other cylindrical objects of differing heights, 5 classroom items or toys, sticky notes, paper plates, 4 crackers or wrapped candies, cups of 10 small objects, decks of playing cards

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

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