

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 101-110)

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: Geometry

Cluster: Analyze, compare, create, and compose shapes.

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
- K.CC.2
- K.CC.3

Count to tell the number of objects

- K.CC.4
- K.CC.4(a and c)
- 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.4
- K.OA.5

Work with numbers 11-19 to gain foundations for place value.

- K.NBT.1

Describe and Compare Measurable Attributes

- K.MD.1

Classify objects and count the number of objects in each category

- K.MD.3

Identify and Describe Shapes

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

Analyze, Compare, create, and compose shapes

- K.G.4
- K.G.5
- K.G.6

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

- Pictures can be used to record results on a graph.
- Shapes can be used to communicate math ideas

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

Promoting the mathematical Practices from Saxon card

- What kinds of questions can I answer by using a picture graph?
- What kinds of patterns can I make using shapes

Extend and Challenge Questions

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

such as patterns or designs.

Big Idea

Using Shapes to Make ABBC Patterns & Designs, Equal Shares, Comparing Numbers, Right & Left, Identifying Shape & Size, Measuring Length, Using Pictures to Record Results on a Graph, Comparing Numbers, Solving Word Problems, Penny, Nickel & Dime

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

Math Vocabulary –

New

flip, left, less than, medium, parallelogram, right, slide, turn, width

Maintained:

greater than, greatest, longer, measure, shorter

Saxon Lessons Summary from titles of lesson cards

- ABBC Patterns
- Divide by Sharing
- Comparing Numbers Through 10
- Right and Left
- Tangrams
- Shorting
- Covering Designs
- Estimating and Measuring Length
- Graphing
- Slide, Turn and Flip Tangrams
- Counting
- Relationship Between Numbers
- Matching Number Cards to Sets
- Solve 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

- Creating an ABBC Pattern Using Pattern Blocks
- Identify, Copying, and Extending an ABBC Color Pattern
- Extending Shape Sequences of Varying Complexity
- Comparing Numbers Through 10
- Covering Designs Using Tangrams
- Measuring Length Using Nonstandard Units
- Covering Designs Using Tangrams

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)

- Make a ABBC Pattern with pattern blocks
- Play the card game war
- Play follow the leader (Focus on right and left)
- Work with Tangrams
- Sort Tangrams
- Use Linking Cubes to measure
- Create a pictograph
- Cover designs using Tangrams
- Count forward and backwards using a

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

Assessment

- Oral Assessment 11 (Identifying a Penny, a Nickel, and a Dime, Acting Out Addition and Subtraction Stories)
- Teacher Observations
- Lesson Practice

<ul style="list-style-type: none"> number line • Use number cards to show how many • Solve a story problem by looking at a picture 	
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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 101-110

- Lesson 101- Making an ABBC Pattern using Pattern Blocks
- Lesson 102- Dividing by Sharing, Comparing Numbers Through 10
- Lesson 103- Identifying Right and Left
- Lesson 104- Exploring Tangrams
- Lesson 105- Sorting and Identifying Tangram Pieces, Identifying Small, Medium, and Large Shapes, Covering Designs using Tangrams
- Lesson 106- Measuring Length using Nonstandard Units, Estimating and Measuring Length and Width using Nonstandard Units
- Lesson 107- Graphing a Picture on a Pictograph
- Lesson 108- Covering Designs using Tangrams, Exploring Slides, Turns, and Flips
- Lesson 109- Identifying the Relationship Between Larger and Smaller Numbers, Counting Forward and Backward on a Number Line
- Lesson 110-1-Matching a Number Card to a Set of Up to 20 Objects.
- Lesson 110-2- Solving a Problem by Drawing a Picture and Looking for a Pattern

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 (Concepts and Procedures) Depth of Knowledge (DOK) <i>Circle One</i> 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic) 3 - Short Term Strategic Thinking (Proficient) 4 - Extended Thinking (Advanced)
	<input type="checkbox"/> Claim #2 (Problem Solving) Depth of Knowledge (DOK) <i>Circle One</i> 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic) 3 - Short Term Strategic Thinking (Proficient) 4 - Extended Thinking (Advanced)
	<input type="checkbox"/> Claim #3 (Communicating Reasoning) Depth of Knowledge (DOK) <i>Circle One</i> 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic) 3 - Short Term Strategic Thinking (Proficient) 4 - Extended Thinking (Advanced)

	<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>)
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one): (<i>Grade Level Goal ALD #3</i>)
Materials/Resources	Playing cards, bags of tangrams, linking cubes, sticky tags, penny, nickel, and dime

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