

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 121-130)

Estimated Amount of Instructional Time: ~12 days

Stage 1 – (Desired Results)

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

Domain:

Cluster:

Domain:

Cluster:

**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(b-c)
- K.CC.5

**Compare numbers**

- K.CC.6

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

- K.NBT.1

**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
- K.G.6

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

- A cube is a three-dimensional object.
- Shapes can be used to represent concrete objects.
- Drawing pictures is one way to develop mathematical arguments.

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

**Promoting the mathematical Practices from Saxon card**

- What objects have the same shape as a cube?
- What shapes will I use to draw a traffic cone?
- How can I draw pictures to solve an additional story?

**Extend and Challenge Questions**

- What type of story problems were these?
- What is an example of a problem you solved?
- Make up another story problem about a Ferris wheel.
- How did you know where to put the missing number cards?

## Big Idea

Drawing Pictures to Solve Problems, Cones, Using Shapes to Represent Concrete Objects, Identifying Time of Day, Counting by Two, Even/Odd, Measuring Distance, Acting Out Stories, Symmetrical Designs

From [saud.us/Page/23207](http://saud.us/Page/23207)

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

**Math Vocabulary –  
New**

Cone, even number, less likely, likely, odd number, symmetrical, time, unlikely

**Maintained**

Cube, longer, shorter, total

Saxon Lessons Summary from titles of lesson cards

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

**Objectives**

- Identifying the Time of Day as Morning, Afternoon, Evening, or Night.
- Dividing a Set into Groups of 2
- Counting by 2
- Measuring Distance Using Nonstandard Units
- Making Symmetrical Designs

### 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)

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

**Assessment**

- Oral Assessment 13
- 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 121-130

Lesson 121-

Lesson 122-

Lesson 123-

Lesson 124-

Lesson 125-

Lesson 126-

Lesson 127-

Lesson 128-

Lesson 129-

Lesson 130-1-  
Lesson 130-2-

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"/> <b>Claim #1</b> ( <i>Concepts and Procedures</i> ) <b>Depth of Knowledge (DOK) <u>Circle One</u></b> 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"/> <b>Claim #2</b> ( <i>Problem Solving</i> ) <b>Depth of Knowledge (DOK) <u>Circle One</u></b> 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"/> <b>Claim #3</b> ( <i>Communicating Reasoning</i> ) <b>Depth of Knowledge (DOK) <u>Circle One</u></b> 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"/> <b>Claim #4</b> ( <i>Modeling and Data Analysis</i> ) <b>Depth of Knowledge (DOK) <u>Circle One</u></b> 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: <b>ALD #3:</b> ALD #4: (circle one): (Grade Level Goal ALD #3)
Materials/Resources	Markers, conical objects, three dimensional objects, paper feet from lesson 126, pictures of butterflies, cutouts of butterflies, newspaper, poster paint, spoons, classroom items with price tags, sticky notes, cups of 30 pennies

## 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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