

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 131-135)

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: 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.1
- K.CC.2
- K.CC.3

Count to tell the number of objects

- K.CC.4
- K.CC.4(a and b)
- K.CC.5

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

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

Analyze, Compare, create, and compose shapes

- K.G.5

Saxon Language from section overview "enduring Understandings"

- Indirect comparisons are something used to determine length.
- Height can be compared indirectly using words such as shorter, lower, or below.
- Math applies to other content areas such as temperature.

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

Promoting the mathematical Practices from Saxon card

- What words would I use if I wanted to compare length?
- What are some ways I can check to see if something is shorter than something else?
- What can I do to make something cold? Hot?

Big Idea

Comparing Length, Comparing Height, Equal Parts, Halves/Fourths, Temperature

From saud.us/Page/23207

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

Math Vocabulary – New

Height, inch, one fourth, taller

Maintained

Equal parts, one half, whole

Saxon Lessons Summary from titles of lesson cards

- Using Indirect Comparisons to Compare the Heights or Lengths of Objects
- Sharing a Whole by Separating it into Two Equal Parts
- Using Objects to Represent Numbers to 20,
- Using Numbers to Represent a Set of Objects
- Measuring
- Identifying Halves and Fourths
- Pictographs
- Comparing Temperature
- Seasons

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

Objectives

- Measuring Length Using Inches

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)

- Students use their body to compare the height of objects
- Students will use a piece of string to measure the length of an object
- Divide a whole piece of paper into two equal parts
- Measure the length of and object using inches
- Identifying halves and fourths using sandwiches
- Creating a pictograph

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

Assessment

- Saxon Assessments
- 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 131-135

- Lesson 131- Using Indirect Comparisons to Compare the Heights or Lengths of Objects
- Lesson 132- Sharing a Whole by Separating it into Two Equal Parts, Using Objects to Represent Numbers to 20, Using Numbers to Represent a Set of Objects
- Lesson 133- Measuring Length Using Inches
- Lesson 134- Sharing a Whole by Separating it into Equal Parts, Identifying Halves and Fourths
- Lesson 135- Placing a Tag on a Pictograph, Comparing Temperatures During Different Seasons

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 (Modeling and Data Analysis) 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)
Achievement Level Descriptors	ALD #1: ALD #2: <i>ALD #3:</i> ALD #4: (circle one): <i>(Grade Level Goal ALD #3)</i>

Materials/Resources	String, straws, pencils, jelly sandwiches, cutting board, knife, construction paper tags.
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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

DRAFT