

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 11-20)

Estimated Amount of Instructional Time: ~12 days

Stage 1 – (Desired Results)

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

Domain: Measurements and Data

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

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.1.1
- 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

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

Classify objects and count the number of objects in each category

- K.MD.3

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"

- Problems can be explained using objects such as manipulatives.
- A circle has a curved edge. A rectangle has four sides and four corners.
- Basic positional relationships are described by terms such as beside, over, and under.
- The terms behind, in front of, inside, and outside described position.

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

Promoting the mathematical Practices from Saxon card

- How can I use pattern blocks to create story problems?
- What are some things in the classroom that are shaped like a circle or rectangle?
- What is the difference between over and under?
- What things are behind and in front of my desk? Inside and outside my desk?
- What are some objects that I can sort by color?

Extend and Challenge Questions

- How did you know which small shapes to use to cover the large shapes?
- How did you know where to put the teddy bears on the graph?
- How can you tell which has the most on the graph?

- Objects can be sorted or put into groups by color.

Big Idea

Sorting Objects by Color, Describing Position of Objects, Counting 1 to 1 Correspondence, Using Manipulatives to Solve Problems, Identifying Rectangles & Circles

From sausd.us/Page/23207

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

Math Vocabulary – New

behind, beside, circle, column, fewest, in back of, in front of, inside, most, on top of, outside, over, rectangle, sort, under

Maintained

first, graph

Saxon Lessons Summary from titles of lesson cards

- Placing a Picture on a real graph
- Identifying Most and Fewest on a Graph
- Using Positional Words and Phrases (over, under, on top of, behind, in back of, in front of, beside, inside, outside)
- Counting to 10 with One-to-One Correspondence
- Creating Pattern Block Designs
- Covering Designs using Pattern Blocks
- Sorting by Color
- Creating a Real Graph
- Compare Set of Objects
- Acting Out Story Problems
- Identifying, Describing, and Comparing Circles and Rectangles

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

Objectives

- Covering Designs of Varying Complexity Using Pattern Blocks
- Sorting by Color
- Creating a Real Graph

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)

- Put a Teddy Bear on a Graph
- Identify the Position of the Teddy Bear
- Count using Teddy Bears and Pattern Blocks
- Make Designs using Pattern Blocks
- Cover Designs using Pattern Blocks
- Sort Pattern Blocks by Color
- Sort Teddy Bears
- Counting to Ten
- Acting Out Story Problems with Teddy Bears
- Eat two crackers (circle and rectangle)

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

Assessment

- Oral Assessment 2
- 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 11-20

- Lesson 11 – Placing an Object on a Real Graph and Identifying Most and Fewest on a Graph
- Lesson 12 – Using Positional Words and Phrases (over, under, on top of, behind, in back of, in front of, beside, inside, outside)
- Lesson 13 – Counting to Ten with one-to-one Correspondence
- Lesson 14 – Creating Pattern Block Designs
- Lesson 15 – Covering Designs using Pattern Blocks
- Lesson 16 – Sorting by Color
- Lesson 17 – Sorting by Color, Creating a Real Graph, and Comparing Sets of Objects
- Lesson 18 – Acting Out Story Problems
- Lesson 19 – Identifying, Describing and Comparing circles and rectangles
- Lesson 20-1- Oral Assessment 2 (Counting by 1's to 100)

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) Circle One 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) Circle One 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) Circle One 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) Circle One 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic) 3 - Short Term Strategic Thinking (Proficient)

	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	Teddy Bears, Pattern Blocks, Paper Cups, Crackers (Circle and Rectangle)

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