

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 21-30)

Estimated Amount of Instructional Time: ~12 days

Stage 1 – (Desired Results)

State Content and Skill Standards: CCSS and section overview card

Domain: Operation and Algebraic Thinking

Cluster: Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

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
- 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
- K.OA.5

Classify objects and count the number of objects in each category

- K.MD.2
- 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"

- We use numerals to label and describe sets.
- Sets of numbers on a graph can be equal to more than, or less than other sets.
- The number of items in two sets can be found using counting strategies.
- Comparisons can be made based on length.

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

- What pattern did you make?
- What is an example of this pattern?
- How did you decide which small shapes to use to cover the large shapes?

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
- Identifying Most and Fewest
- Sorting and counting a set of objects
- Matching a number card 1-5 to a set of objects
- Creating and reading an AB color pattern

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)

- Place Number cards in order
- Place Pattern Blocks on a Graph
- Build a Matrix
- Play a game using number cards and teddy bears
- Read an AB Pattern using linking cubes
- Acting out story problems using teddy bears
- Sort and make patters with teddy bears
- Use pattern blocks to cover someone's design

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

Assessment

- Oral Assessment 3
- 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 21-30

- Lesson 21 – Identifying and Ordering numbers 1-5 and Identifying the Missing Number
- Lesson 22 – Placing Objects on a Real Graph and Identifying Most and Fewest
- Lesson 23 – Naming a Shape Piece Using 3 Attributes (Shape, Color and Size) and Describing the Relative Position of Objects
- Lesson 24 – Matching a Number Card 1-5 to a set of Objects
- Lesson 25 – Creating and Reading a AB Color Pattern
- Lesson 26 – Creating and Reading a AB Color Pattern
- Lesson 27 –Acting Out Story Problems
- Lesson 28 – Identifying Ordinal Position to the Fourth
- Lesson 29 – Covering Designs using Pattern Blocks
- Lesson 30-1- Sequencing Daily Events

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 (<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"/> Claim #2 (Problem Solving) Depth of Knowledge (DOK) <i>Circle One</i> 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"/> Claim #3 (Communicating Reasoning) Depth of Knowledge (DOK) <i>Circle One</i> 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"/> Claim #4 (Modeling and Data Analysis) Depth of Knowledge (DOK) <i>Circle One</i> 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	ALD #1: ALD #2: <i>ALD #3:</i> ALD #4: (circle one): (Grade Level Goal ALD #3)

Descriptors	
Materials/Resources	Teddy Bears, Pattern Blocks, Paper Cups, Plastic Bags, Sentence Strips

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