Understanding by Design: School ___MHSD grade K_____

Designer Name(s): Andrea and Sami Date: 6-4-2014

Subject Area: Math Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 31-40)

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: Identify and Describe Shapes, (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, and Spheres)

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.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

Describe and Compare Measurable Attributes

- K.MD.2

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

Saxon Language from section overview "enduring Understandings

- A sequence of daily events is the order of events that happen every day.
- Relative position is important in solving and extending patterns.

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

Promoting the mathematical Practices from Saxon card

- What things do I do in the morning? At night?
- How can I find the missing piece of a shape pattern?

Extend and Challenge Questions

- What is the same about all the shapes in a row?
- What is the same about all the shapes in a column?

Big Idea

Identifying Triangles & Squares, Extending AB Patterns,
Sorting by Attribute, Counting Strategies,
Forward & Backward

From sausd.us/Page/23207

What Students will know: (what knowledge will they acquire)	*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*
Math Vocabulary – New Square and Triangle Maintained Circle, Large, Rectangle, Small, Second, Third, Fourth, Last Saxon Lessons Summary from titles of lesson cards • Triangle and Squares • Attributes and Position of Shapes • Patterns • Sorting • Number Order • Identifying Missing Numbers • Counting Backwards • Ordinal Position • Number Identification • Days of the Week • Sequencing	Objectives • Sorting a Collection of Objects • Describing a Sorting Rule • Identifying and Ordering the Numbers 1-10 • Making Sets of 1-10 Objects • Ordering the Numbers 1-10 • Identifying a Missing Number • Identifying and Ordering the Numbers 0-9
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) • Identifying shape pieces • Build a matrix • Building Patterns with Movement (body and voice) • Sorting buttons • Put Number Cards in Order • Find the missing number • Counting Backwards • Act out a story using shape pieces • Play number bingo 0-9 • Solve story problems by looking for a pattern	*Other Evidence: (quizzes, tasks, academic prompts, homework, observations)* Assessment • Oral Assessment 4 • 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 31-40

Lesson 31- Identifying, Describing and Comparing Triangles and Squares
Lesson 32– Naming a Shape Piece Using 3 Attributes and Describing the Relative Position of Objects
Lesson 33 – Identify, Creating and Extending AB Sound and Movement Patterns
Lesson 34 – Sorting a Collection of Objects
Lesson 35 –Ordering the Number 1-10 and Identifying a Missing Number
Lesson 36 – Ordering the Numbers 0-10 and Counting Backwards from 10
Lesson 37 – Identifying Ordinal Position to the Fourth
Lesson 38 – Ordering the Numbers 0-10 and Identifying a Missing Number
Lesson 39 – Identifying the Numbers 0-9
Lesson 40-1- Identifying the Days of the Week When Weekly Events Occur in Class and Sequencing Events
Lesson 40-2- Solving a problem by looking at 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	☐ **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)*
	☐ **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)*
	☐ **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)*
	☐ **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** *(Advanced)*
Achievement Level	**ALD #1: ALD #2: ALD #3: ALD #4: (circle one):** *(Grade Level Goal ALD #3)*

Descriptors	
Materials/Resources	**Shape Pieces, Paper Cups, Sentence Strips, Buttons**

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