

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 41-50)

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: 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: 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(b-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

**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 number is between four and six and eight and ten?
- Where does the long hand on a clock point when a new hour begins?
- What does a digital clock show when a new hour begins?

**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 Pennies, Naming Shape, Color & Size, Story Problems with Pennies, Telling Time, Ordinal Position, Numerals on Number Lines, Cent Symbol, Identifying Objects that do not Belong, Acting out Story Problems

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

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

### Math Vocabulary –

#### New

After, before, between, cent symbol, hour, least, matrix

#### Maintained

Third, Fourth, Last

#### Saxon Lessons Summary from titles of lesson cards

- Money (Pennies)
- Shape Attributes
- Matrix
- Position of objects
- Acting out story problems
- Time
- Ordinal Position
- Number Identification
- Identify an object that doesn't belong

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

#### Objectives

- Counting a set of objects
- Matching a number card 0-10 to a set of objects
- Identifying time to the hour
- Showing time to the hour on a clock

### 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)

- Work with Pennies
- Build a matrix
- Act out a story problem
- Work with time to the hour
- Identify whose first, second, third and fourth
- Find numbers on a number line
- Playing store
- Sort to find an object that doesn't belong

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

#### Assessment

- Oral Assessment 5
- 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 41-50

Lesson 41- Identify and count pennies

Lesson 42-

Lesson 43–Naming a shape piece using 3 attributes (shape, color, and size) Identify a missing piece in a matrix, Describing the

relative position of objects  
 Lesson 44 – Acting out story problems using pennies  
 Lesson 45 – Identifying time to the hour  
 Lesson 46 – Identifying ordinal position to fourth  
 Lesson 47 – Showing time to the hour on a clock  
 Lesson 48 – Identifying the numbers 0-10 and Identifying before, after, and between  
 Lesson 49 – Ordering and Writing money amounts to 10 cents  
 Lesson 50-1- Identifying an object that doesn't belong to a group

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

<p><b>Assessment Tasks that Provide Evidence for Claims including DOK</b></p>	<p><input type="checkbox"/> <b>Claim #1 (Concepts and Procedures)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  <b>1 - Recall and Reproduction (Below Basic)</b>  <b>2 - Skills and Concepts (Basic)</b>  <b>3 - Short Term Strategic Thinking (Proficient)</b>  <b>4 - Extended Thinking (Advanced)</b></p> <p><input type="checkbox"/> <b>Claim #2 (Problem Solving)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  <b>1 - Recall and Reproduction (Below Basic)</b>  <b>2 - Skills and Concepts (Basic)</b>  <b>3 - Short Term Strategic Thinking (Proficient)</b>  <b>4 - Extended Thinking (Advanced)</b></p> <p><input type="checkbox"/> <b>Claim #3 (Communicating Reasoning)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  <b>1 - Recall and Reproduction (Below Basic)</b>  <b>2 - Skills and Concepts (Basic)</b>  <b>3 - Short Term Strategic Thinking (Proficient)</b>  <b>4 - Extended Thinking (Advanced)</b></p> <p><input type="checkbox"/> <b>Claim #4 (Modeling and Data Analysis)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>  <b>1 - Recall and Reproduction (Below Basic)</b>  <b>2 - Skills and Concepts (Basic)</b>  <b>3 - Short Term Strategic Thinking (Proficient)</b>  <b>4 - Extended Thinking (Advanced)</b></p>
<p><b>Achievement Level Descriptors</b></p>	<p><b>ALD #1: ALD #2: <i>ALD #3:</i> ALD #4: (circle one):</b>  <i>(Grade Level Goal ALD #3)</i></p>
<p><b>Materials/Resources</b></p>	<p><b>Shape Pieces, Paper Cups, Pennies, 10 empty cans or boxes, sticky tags</b></p>

## 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