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: ~<u>12 days</u>

Stage 1 – (Desired Results)

State Content and Skill Standards: ==CCSS and section overview card==
 ==Domain: Measurement and Data==
 Cluster: Describe and compare measureable attributes
 ==Domain: Geometry==
 Cluster: Analyze, compare, create, and compose shapes

Enduring Understandings:(what are the big ideas, what are the specific understandings desired) ==enduring understanding==	*Essential Questions:* (what questions will foster inquiry, understanding, and transfer of learning) ==Promoting the mathematical Practices from Saxon card==
Students will ==Understand== **Know number names and count sequence** • K.CC.3 **Count to tell the number of objects** • K.CC.4 • K.CC.4(b-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.3 • K.OA.5 **Describe and Compare Measurable Attributes** • K.MD.1 • 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== • Ordinal numbers describe positional order. • Understanding a shape pattern will help to identify a missing shape. • Different geometric shapes have different attributes.	• What thing can I describe using first, second, and third? • How do I find the missing shape in a pattern? • How are rectangles different from triangles? **Extend and Challenge Questions** • If you spend 5 pennies for one item and 2 pennies for another item, how could you find out how many pennies you spent in all?

Big Idea

Using Money, Ordinal Numbers, AB & ABB Patterns with Shapes, Comparing Weight, Color/Shape Matrix, Making Shapes on a Geoboard, Grouping by Twos and Threes

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** Cent and weight **Maintained** Cent symbol, least, matrix, square Saxon Lessons Summary from titles of lesson cards - Using Pennies - AB patterns - Comparing weight - Naming shapes - Position - AB and ABB Patterns - Geo-boards - Graphing - Ordinal Position - Solving a problem by acting it out	Objectives - Paying for items to 10 cents using pennies. - Identifying, copying, and extending an AB color pattern. - Creating an AB pattern. - Comparing objects by weight - Identifying, copying, and extending an ABB color pattern. - Free Exploration of a geo-board. - Sorting a set of objects. - Creating a real graph. - Identifying most and fewest.

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?)	*Other Evidence: (quizzes, tasks, academic prompts, homework, observations)*
(what they do in Saxon Lessons) - Buy things using pennies - Copy AB patterns using linking cubes. - Compare weights using a balance. - They will name shape pieces. - They will copy and identify AB and ABB patterns using linking cubes. - They will copy shapes using a geo-board. - Make shapes using geo-boards. - They will place objects on a graph. - Identify ordinal position. - Make patterns with shape pieces. - Solve a story problem by acting it out.	Assessment - Oral Assessment 6 - 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:

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 Descriptors	**ALD #1: ALD #2: <mark>ALD #3:</mark> ALD #4: (circle one):** *(Grade Level Goal ALD #3)*
Materials/Resources	**Paper Cups of 10 Pennies, 10 items with price tags, 6 identical containers, materials of different weights, one large paper or grocery bag**

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