

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 61-70)

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: Know number names and the count sequence.

Cluster: Count to tell the number of objects.

*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
- K.CC.2
- 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

**Work with numbers 11-19 to gain foundations for place value.**

- K.NBT.1

**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"**

- Numbers can be represented using models.
- Counting by tens helps to estimate collections of 100 objects.
- A cube is a three dimensional figure.
- Each side or face of a cube is a square.
- Similarities can exist between different patterns.

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

**Promoting the mathematical Practices from Saxon card**

- What are some objects I can use to represent a certain number?
- How do I count by tens to 100?
- How can I identify a cube?
- What things in the classroom are cubes? Squares?
- What are some ways I can show an ABB pattern using sounds? Movement?

**Extend and Challenge Questions**

- What pattern did you make?
- What is an example of this pattern?

# Big Idea

Cubes & Faces, Using Models to Show Numbers, Counting by Ten, Identifying Dimes, ABB Patterns, Sharing

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

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

## Math Vocabulary – New

Cube, divide, equal parts, estimate, face, line segment, one-half, whole

## Saxon Lessons Summary from titles of lesson cards

- Identifying a cube
- One-to-one correspondence
- Matching a number card to a set
- Copying line segments, shapes and designs
- Estimating and counting by tens
- Dimes
- Patterns
- Whole and half
- Problem solving by guessing and checking

*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 with one-to-one correspondence.
- Matching a set of objects to a number card.
- Matching a number card 1-6 to a set of objects.
- Copying line segments and shapes on a geo-board.
- Creating an ABB pattern.
- Counting by tens.
- Counting dimes
- 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)

- Learn about cubes
- Use a number card to show how many dots are on a dot cube.
- Copy line segments, shapes and designs using a geo-board.
- Estimate how many pennies are in a container.
- Work with a dime.
- Practice counting by tens.
- Make ABB patterns using body and voice.
- Count dimes
- Pay for items using dimes.
- Play a game using a dot cube.
- Share a whole cracker by separating in two parts.
- Solve a story problem by guessing a checking.

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

## Assessment

- Oral Assessment 7
- 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 61-70**

- Lesson 61- Identifying a cube and counting with one-to-one correspondence
- Lesson 62- matching a number card to a set
- Lesson 63- Copying line segments, shapes, and designs on a geo-board
- Lesson 64- Estimate collections and counting by tens
- Lesson 65- Identifying dimes, Trading Ten Pennies for a dime, Comparing events according to duration of time, Counting by tens
- Lesson 66- Identifying, creating, and extending ABB sound and movement patterns
- Lesson 67- Counting dimes to 50 cents
- Lesson 68- Paying for items to 50 cents using dimes
- Lesson 69- Matching a number to a set
- Lesson 70-1- Sharing a whole by separating it into two equal parts
- Lesson 70-2- Solving a problem by guessing and checking

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>	<ul style="list-style-type: none"> <li>□ <b>Claim #1 (Concepts and Procedures)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>                      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>)</li> </ul>
	<ul style="list-style-type: none"> <li>□ <b>Claim #2 (Problem Solving)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>                      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>)</li> </ul>
	<ul style="list-style-type: none"> <li>□ <b>Claim #3 (Communicating Reasoning)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>                      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>)</li> </ul>
	<ul style="list-style-type: none"> <li>□ <b>Claim #4 (Modeling and Data Analysis)</b>  <b>Depth of Knowledge (DOK) <i>Circle One</i></b>                      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>)</li> </ul>

<b>Achievement Level Descriptors</b>	<b>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</b> <i>(Grade Level Goal ALD #3)</i>
<b>Materials/Resources</b>	<b>Wooden cube, classroom objects in the shape of a cube, ten pennies in a clear container, ten small paper plates, zip top bag of 100 wrapped candies or macaroni, two cups of 10 pennies, dimes, marker with 10 cent price tag, paper cups, cups of 5 dimes, five classroom items, sticky notes, crackers, napkins</b>

### **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