

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: Compare Numbers

Domain: Number and Operations in Base Ten

Cluster: Work with numbers 11-19 to gain foundations for place value

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.2
- K.CC.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.3
- K.OA.5

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

- K.NBT.1

Describe and Compare Measurable Attributes

- K.MD.1
- K.MD.2
- K.MD.3

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
- K.G.6

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

Promoting the mathematical Practices from Saxon card

- When would I want to compare sets?
- Why is it important to use the right measurement in a recipe?
- How do I use a balance?
- How can I combine pattern blocks to create a bigger shape?

Extend and Challenge Questions

- How did you know where to put the missing number cards?

<p>Understandings</p> <ul style="list-style-type: none"> To sets can be compared to see which has more and which has fewer. Ordering by weight indicates which objects are heavier or lighter. Many shapes may be combined to form more complicated shapes or broken into more basic shapes. 	
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Big Idea

Comparing Sets, Ordering by Weight, Counting on, Identifying Numbers to 20, Capacity Using Cups, Solving Word Problems

From saUSD.us/Page/23207

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <p>Math Vocabulary – New Add, greater than, one cup, quart, total, Maintained After, before, between, least, weight</p> <p>Saxon Lessons Summary from titles of lesson cards</p> <ul style="list-style-type: none"> Comparing sets of objects Comparing number 0-6 Weighing objects Counting on How many objects are in a set Identifying and ordering the numbers 0-10 Before, after and between Identifying the numbers 10-20 Measuring Identify full, half-full, and empty containers Knowledge of a quart container Covering a design Objects represent 20 Solving a problem by acting it out 	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <p>Objectives</p> <ul style="list-style-type: none"> Weighing objects using nonstandard units Ordering objects from lightest to heaviest Combining sets by counting on Creating a real graph Ordering the numbers 0-20 Identifying a missing number Identifying, copying, and extending an AABB color pattern Identifying the numbers 0-20 Identifying the capacity of a container using nonstandard units Covering designs in more than one way
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Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>(what they do in Saxon Lessons)</p> <ul style="list-style-type: none"> Compare to sets of objects to see which has more and which has fewer. Weigh things using a balance. Roll two dot cubes and count how many dots all together. Identify and order numbers 0-20 	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Assessment</p> <ul style="list-style-type: none"> Oral Assessment 8 Teacher Observations Lesson Practice

<ul style="list-style-type: none"> • Find numbers on a number line • Follow a recipe • Learn about words to use to tell someone how much is in a container. • Use pattern blocks to cover designs • Use linking cubes to represent a number • Solve a story problem by acting it out and drawing a picture. 	
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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 71-80
 Lesson 71- Comparing Sets of Objects and Comparing Numbers Through 6
 Lesson 72- Weighing objects using Non-Standard Units and Ordering Objects By Weight
 Lesson 73- Combining Sets By Counting On and Using Numbers to Describe How Many Objects are in a Set
 Lesson 74- Identifying and Ordering Numbers 0-20
 Lesson 75- Identifying the Numbers 0-20, Identifying before, after, and between
 Lesson 76- Identifying the Numbers 0-20
 Lesson 77- Identifying a 1 cup measuring cup and following a recipe
 Lesson 78- Identifying full, half-full, and empty containers and Identifying a quart container
 Lesson 79- Covering a design in more than one way
 Lesson 80-1-.Using objects to represent numbers to 20
 Lesson 80-2- Solving a problem by acting in out and drawing a picture

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) Circle One 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic) 3 - Short Term Strategic Thinking (Proficient) 4 - Extended Thinking (Advanced)
	<input type="checkbox"/> 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)
	<input type="checkbox"/> Claim #3 (Communicating Reasoning) Depth of Knowledge (DOK) Circle One 1 - Recall and Reproduction (Below Basic) 2 - Skills and Concepts (Basic)

	<p>3 - Short Term Strategic Thinking (<i>Proficient</i>)</p> <p>4 - Extended Thinking (<i>Advanced</i>)</p>
	<p>□ Claim #4 (<i>Modeling and Data Analysis</i>)</p> <p>Depth of Knowledge (DOK) Circle One</p> <p>1 - Recall and Reproduction (<i>Below Basic</i>)</p> <p>2 - Skills and Concepts (<i>Basic</i>)</p> <p>3 - Short Term Strategic Thinking (<i>Proficient</i>)</p> <p>4 - Extended Thinking (<i>Advanced</i>)</p>
Achievement Level Descriptors	<p>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</p> <p>(<i>Grade Level Goal ALD #3</i>)</p>
Materials/Resources	<p>4 small classroom objects, 1-cup clear plastic liquid-measure cup, yellow and blue food coloring, 3 clear plastic containers, newspaper basin, funnel, 2 plastic quart containers, 1 plastic half gallon container</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