

Designer Name(s): Andrea and Sami

Date: 6-4-2014

Subject Area: Math

Grade Level(s): Kindergarten

Unit Title/Focus: (Lessons 81-90)

Estimated Amount of Instructional Time: ~12 days

Stage 1 – (Desired Results)

State Content and Skill Standards: CCSS and section overview card

Domain: Operations and Algebraic Thinking

Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Domain: Measurement and Data

Cluster: Describe and compare measurable attributes.

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.1
- K.CC.3

Count to tell the number of objects

- K.CC.4
- K.CC.4.b
- 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

- Dimes are worth ten cents.
- There are four seasons: summer, fall, winter, and spring.

- How many pennies are equal to a dime?
- What are some things I can do in each session?
- How can I use a geo-board to copy line segments, shapes, or designs?
- When would I use a picture graph?
- What are some things we can use to act out word problems?
- How can I use teddy bear counters to solve word problems?
- What could I use to find the capacity of a container?

Extend and Challenge Questions

- What type of story problems were these?
- What is an example of a problem you solved?
- Make up another story problem about a roller coaster.

- Designs can be composed of or decomposed into different shapes.
- Picture graphs display results in an organized way.
- Word problems can be acted out to solve.
- Word problems are sometimes solved using manipulatives.
- Capacity can be measured using nonstandard units.

Big Idea

Value of Dimes, Seasons, Comparing Length, Naming Shape, Color & Size, Making Designs with Shapes, ABC Patterns, Acting out Word Problems, Using Manipulatives to Solve Word Problems, Capacity

From saud.us/Page/23207

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

Math Vocabulary – New

Capacity, length, longer, longest, measure, shorter, shortest, tallest

Maintained

Estimate, line segment, matrix, pictograph

Saxon Lessons Summary from titles of lesson cards

- Using dimes
- Identify seasons
- Identify temperature
- Graphing
- Comparing length
- Shapes (3 attributes-shape, color, size)
- Copying Line segments, shapes and designs
- Order and measuring length
- ABC patterns
- Acting out "Some, Some More and Some, Some Away"
- Estimating and measuring
- Capacity
- Writing numbers through 20
- 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

- Paying for items to \$1.00 using dimes
- Comparing Length
- Sorting objects by length
- Identifying shorter, longer, and the same
- Ordering objects by length
- Copying line segments, shapes, and designs of varying complexity on a geo-board
- Measuring length using nonstandard units
- Creating an ABC pattern using pattern blocks
- Creating an ABC Pattern

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)

- Pay for items using dimes
- Students will make a pictograph

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

Assessment

- Oral Assessment 9

<ul style="list-style-type: none"> • Compare objects by length • Order objects by length • Use shape pieces to play a game • Use a geo-board to copy line segments, shapes and designs • Order items from shortest to longest • Make a pattern using pattern blocks • Act out stories using teddy bears • Estimate and measure capacity • Solve a story problem by guessing and checking 	<ul style="list-style-type: none"> • Teacher Observations • Lesson Practice
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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 81-90

- Lesson 81- Paying for items to a \$1.00 using dimes
- Lesson 82- Identifying the seasons of the year, Comparing temperatures of different seasons, and placing a tag on a pictograph
- Lesson 83- Comparing length, Identifying shorter and longer
- Lesson 84- Ordering four objects by length
- Lesson 85- Naming a shape piece using three attributes (shape, color, and size)
- Lesson 86- copying line segments, shapes and designs on a geo-board
- Lesson 87- Ordering objects by length, and measuring length by using nonstandard units
- Lesson 88- Making an ABC pattern using pattern blocks
- Lesson 89- Acting out "Some, Some, More and Some, Some Went Away Stories"
- Lesson 90-1- Estimating and measure the capacity of containers using nonstandard units, Comparing and ordering containers by capacity, and Writing numerals through 20 through sets
- Lesson 90-2- 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

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)

	<p>Depth of Knowledge (DOK) <u>Circle One</u></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>
	<p><input type="checkbox"/> Claim #4 (<i>Modeling and Data Analysis</i>)</p> <p>Depth of Knowledge (DOK) <u>Circle One</u></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	ALD #1: ALD #2: <u>ALD #3:</u> ALD #4: (circle one): (Grade Level Goal ALD #3)
Materials/Resources	Cups, dimes, 5 classroom items or toys, sticky notes, paper tags, unsharpened pencils, plastic straws, zip-top bags of geo-bands, construction paper strips (4 colors), containers of different capacity

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