Unit 6 Reveal Grade K

Content Area: **Math**
Course(s): **Language Arts, Art**
Time Period: **February**
Length: **2 weeks**
Status: **Published**

Unit Overview

UNIT 6 PLANNER
Understand Addition

PACING: 9 days

LESSON	MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener MATH Combining Trains Students use connecting cubes to make estimates and comparisons.					
6-1 Represent and Solve Add To Problems	Students represent addition as adding to a number.	Students represent addition as adding to a number using the verb *join* in the present progressive tense.	Students exercise creativity by solving a problem using more than one approach.	6-1	Math Terms add in all join sum (total)
6-2 Represent and Solve More Add To Problems	Students represent addition word problems as adding to a number.	Students represent addition word problems using the term *plus* and the present tense verb *equals*.	Students analyze the components of a problem to make informed decisions when engaging in mathematical practices.	6-2	add equal sign (=) equation join plus sign (+) sum (total)
6-3 Represent and Solve Put Together Problems	Students represent addition as putting two numbers together.	Students represent addition as putting two numbers together by using the phrasal verb *put together*.	Students discuss and practice positive strategies for managing emotional reactions to stressful situations.	6-3	add equal sign (=) equation plus sign (+) sum (total)
6-4 Represent and Solve Addition Problems	Students represent addition word problems as putting two numbers together.	Students identify the equation for word problems by using key verbs and phrasal verbs such as *add to* and *take from* correctly.	Students engage in respectful discourse with peers about various perspectives for approaching a mathematical challenge.	6-4	equal sign (=) plus sign (+) sum (total)
Math Probe Addition Stories Gather data on students' understanding of addition					
6-5 Represent and Solve More Addition Problems	Students solve *add to* and *put together* addition problems.	Students solve "add to" and "put together" addition problems by using the preposition *plus* and the verb *equal*.	Students collaborate with peers and contribute to the group effort to achieve a collective mathematical goal.	6-5	equal sign (=) plus sign (+) sum (total)
Unit Review **Fluency Practice**					
Unit Assessment **Performance Task**					

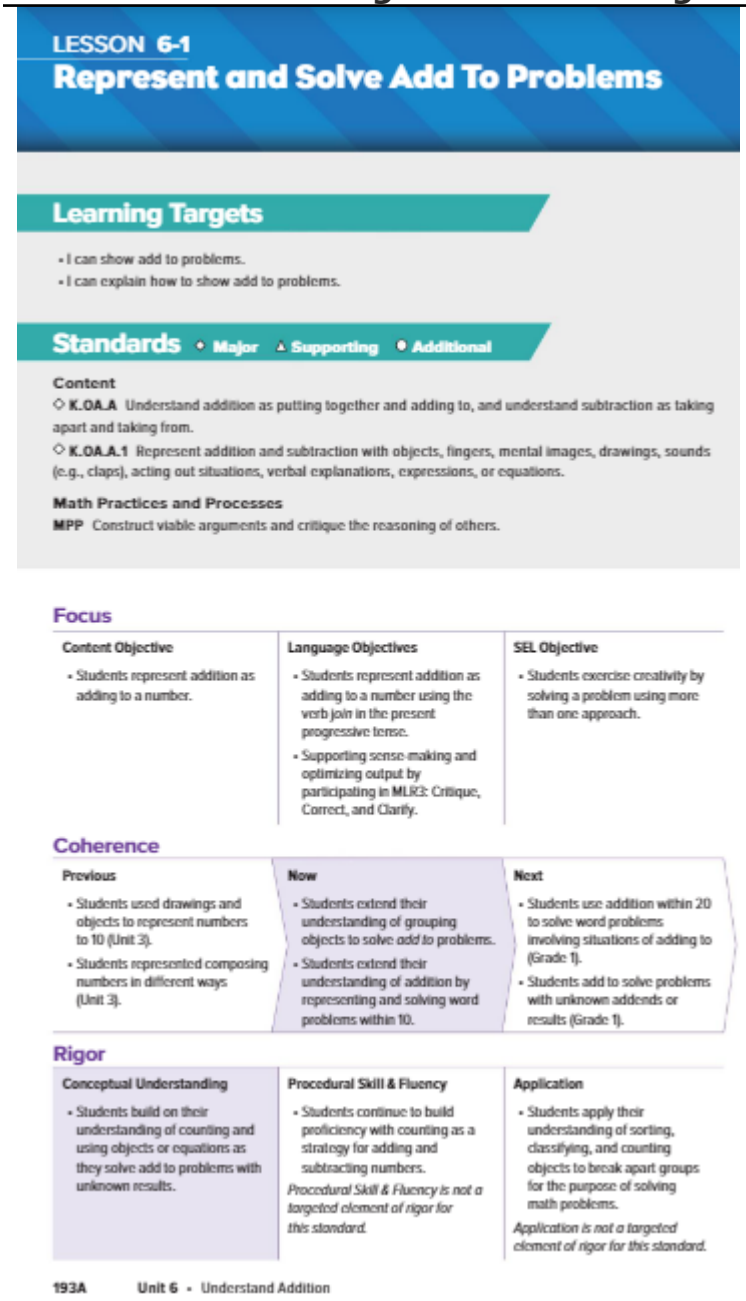
Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities



LESSON 6-1

Represent and Solve Add To Problems

Learning Targets

- I can show add to problems.
- I can explain how to show add to problems.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.OA.A** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

◇ **K.OA.A.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent addition as adding to a number.	• Students represent addition as adding to a number using the verb *join* in the present progressive tense. • Supporting sense-making and optimizing output by participating in MLR3: Critique, Correct, and Clarify.	• Students exercise creativity by solving a problem using more than one approach.

Coherence

Previous	Now	Next
• Students used drawings and objects to represent numbers to 10 (Unit 3). • Students represented composing numbers in different ways (Unit 3).	• Students extend their understanding of grouping objects to solve *add to* problems. • Students extend their understanding of addition by representing and solving word problems within 10.	• Students use addition within 20 to solve word problems involving situations of adding to (Grade 1). • Students add to solve problems with unknown addends or results (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of counting and using objects or equations as they solve add to problems with unknown results.	• Students continue to build proficiency with counting as a strategy for adding and subtracting numbers. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of sorting, classifying, and counting objects to break apart groups for the purpose of solving math problems. *Application is not a targeted element of rigor for this standard.*

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LESSON 6-2

Represent and Solve More Add To Problems

Learning Targets

- I can show *add to* problems with objects and equations.
- I can explain how to show *add to* problems with objects and equations.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.OA.A** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

◇ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Math Practices and Processes

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent addition word problems as adding to a number.	• Students represent word problems using *plus* and *equals*. • Supporting sense-making and optimizing output by participating in MLR1: Stronger and Clearer Each Time.	• Students analyze the components of a problem to make informed decisions when engaging in mathematical practices.

Coherence

Previous	Now	Next
• Students solved *add to* problems with objects and drawings (Unit 6).	• Students extend their understanding of addition by representing and solving add to word problems within 10.	• Students use addition within 20 to solve problems (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students begin to build proficiency in recognizing and representing addition situations.	• Students build proficiency in solving addition problems with objects and drawings. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students solve three similar addition problems through modeling. *Application is not a targeted element of rigor for this standard.*

LESSON 6-3

Represent and Solve Put Together Problem

Learning Targets

- I can show putting together two parts to find the total.
- I can explain how to put together two parts to find a total.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **K.OA.A** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

◇ **K.OA.A.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Math Practices and Processes

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent addition as putting two numbers together.	• Students represent addition as putting two numbers together by using the phrasal verb *put together*. • Optimizing output by participating in MLR3: Critique, Correct, and Clarify.	• Students discuss and practice positive strategies for managing emotional reactions to stressful situations.

Coherence

Previous	Now	Next
• Students represented and solved add to addition problems with objects, drawings, and equations (Unit 6).	• Students extend their understanding of addition by representing and solving *put together* problems within 10.	• Students use addition within 20 to solve word problems involving situations of adding to, putting together, and comparing, with unknowns in all positions (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of representing quantities by representing and solving put together situations.	• Students develop proficiency in representing and solving put together addition problems. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of addition as putting together two quantities to represent situations and to solve word problems. *Application is not a targeted element of rigor for this standard.*

LESSON 6-4

Represent and Solve Addition Problems

Learning Targets

- I can solve addition word problems using objects or drawings.
- I can explain how to use objects or drawings to solve addition word problems.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.OA.A** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

◇ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Math Practices and Processes

MPP Look for and make use of structure.

Focus

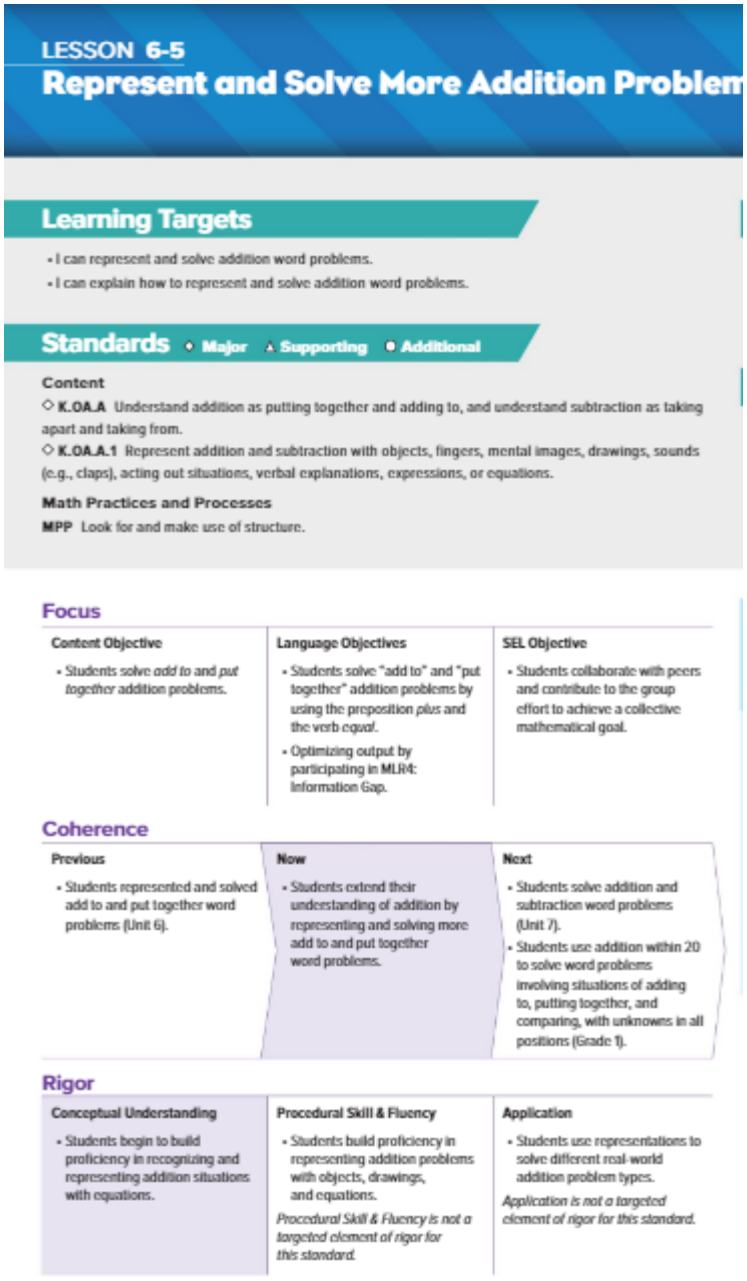
Content Objective	Language Objectives	SEL Objective
• Students represent addition word problems as putting two numbers together.	• Students identify the correct equation by using key verbs and phrasal verbs such as *add to* and *take from* correctly. • Support sense making and optimizing output by participating in MLR2: Collect and Display.	• Students engage in respectful discourse with peers about various perspectives for approaching a mathematical challenge.

Coherence

Previous	Now	Next
• Students counted and represented numbers to 10 (Unit 3). • Students explored *put together* problems (Unit 6).	• Students apply their understanding of addition to show and solve *put together* problems with result unknown and both addends unknown.	• Students add and subtract numbers 11 to 15 (Grade 1). • Students add to solve problems with unknown addends or results (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of addition to show and solve *put together* problems. *Conceptual Understanding is not a targeted element of rigor for this standard.*	• Students develop proficiency with addition in *put together* word problems.	• Students apply addition concepts to solve real-world *put together* problems.



LESSON 6-5

Represent and Solve More Addition Problem

Learning Targets

- I can represent and solve addition word problems.
- I can explain how to represent and solve addition word problems.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.OA.A** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

◇ **K.OA.A.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Math Practices and Processes

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students solve *add to* and *put together* addition problems.	• Students solve "add to" and "put together" addition problems by using the preposition *plus* and the verb *equal*. • Optimizing output by participating in MLR4: Information Gap.	• Students collaborate with peers and contribute to the group effort to achieve a collective mathematical goal.

Coherence

Previous	Now	Next
• Students represented and solved add to and put together word problems (Unit 6).	• Students extend their understanding of addition by representing and solving more add to and put together word problems.	• Students solve addition and subtraction word problems (Unit 7). • Students use addition within 20 to solve word problems involving situations of adding to, putting together, and comparing, with unknowns in all positions (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students begin to build proficiency in recognizing and representing addition situations with equations.	• Students build proficiency in representing addition problems with objects, drawings, and equations. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students use representations to solve different real-world addition problem types. *Application is not a targeted element of rigor for this standard.*

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2	Explain why an individual would choose to save money.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Technology and Design Integration

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.1.2.AP.5	Describe a program’s sequence of events, goals, and expected outcomes.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

Interdisciplinary Connections

LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RI.K	Reading Informational Text
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.

LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.SL.K	Speaking and Listening
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:



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Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Reveal Unit assessments

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation

Checklists

Questioning and Discussion

Quizzes

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

End of Unit assessments

Instructional Materials

See above

Standards

MA.K.OA.A	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
MA.K.OA.A.1	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MA.K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.