

UNITS DESIGN FRAMEWORK

PART I: UNIT OVERVIEW

Content	Math
Grade Level	1 st Grade
Power Standard/CCSS Power Standard	A2A/1.Oa1
Suggested Length of Unit	2 weeks

Reference Deconstruction Document and Power Standard/CCSS Power Standard	Using addition and subtraction represent a mathematical situation as an expression or number sentence. / Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
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Unwrapped Concept: Pull “the what” from deconstruction documents, should represent what students need to know.	Key Vocabulary: Pull academic vocabulary from deconstruction documents, should represent what students need to be able to do.	Depth of Knowledge (DOK)
How to write a number sentence to match a story problem. How to match +&- number sentence to a story problem.	Addition Subtraction	2 & 4

Supporting Standards (current and CCSS): Standards that build to the power standard.	Other Vocabulary Terms: Terms worth covering in the unit.
	Number sentence model, story problem, mathematical situation,

	expression, represent
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Reference to Power Standard Assessment: Paste the link to the appropriate power standard assessment in this box.	
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PART II: LEARNING PROGRESSIONS

Directions:

1. Copy the unwrapped power standard concepts, vocabulary, and DOK into the frames provided below.
2. Brainstorm three to five possible performance tasks that incorporate these concepts, skills, and levels of rigor.
3. Write a synopsis for each selected task and list the tasks in a “learning progressions” sequence. Bold those concepts and skills that are directly represented in the tasks.

Learning Progressions:

Task 1:

The teacher will introduce addition number models by providing many opportunities to explore how to write and solve addition number models. For example, the teacher will drop pennies into a container then adding more pennies. Students will write and solve an addition model to represent the problem.

Task 2:

The teacher will introduce subtraction number models providing many opportunities to explore how to write and solve subtraction number models. For example, the teacher will stand cups in a row and then knock some over. The students will write and solve a subtraction number model to represent the problem.

Task 3:

Gumball Math: Using the smart board or whiteboard draw a gumball machine. In the globe part of the gumball machine the teacher should have several different color gumballs in there (for example: 4 red, 3 yellow, 5 green, 2 blue, and 1 orange. But you could add more colors and higher amounts to increase difficulty.)

Using the Rickey Mickelman word problem strategies students could answer story problems that go along with the amount of gumballs in the jar. For example: Johnny got 2 red gumballs and 3 yellow gumballs how many gumballs did Johnny get all together? Students will draw a picture and write a number sentence to match the story problem. * Ask grade level math representative to explain Rickey Mickelman’s strategies for word problems.

Task 4:

Students will write a number model/sentence to match a number story. For example: How much less does a 7-pound cat weigh than a 14-pound fox? $14-7=7\text{lbs}$

Task 5:

Students could create their own story problems to go with the gumball jar and write a matching number sentence.

Task 6:

Students will create their own number story and write a number model/sentence to match. They can also write a number story and have a partner find the answer using a number model/sentence.

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