Emily Hanson UNIT PLANNING TEMPLATE

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|  | **Unit Topic / Guiding Question: Mathematics #9, #10 & 1-10 Review, 1-100 (100s day), Number corner (calendar)** | | | | | | |
|  | **Rationale: This unit is a continuation on the learning of the numbers 1 through 8. Students need to be able to understand their numbers and number concepts as it is a foundation for their learning. By continuing onto this learning by teaching the numbers 9 and 10, and then following with review, students will have a better understanding of their numbers from 1-10.**  **Students have been counting up to the 100th day of school and have been practicing counting by 1s, 5s and 10s. This part of the unit will be celebrating the 100th day of school.** | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| One-to-one correspondence and a sense of 5 and 10 are essential for [fluency](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) with numbers.  [Numbers](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) represent quantities that can be decomposed into smaller parts. | | | *What is the name of the number?*  *How do you count to 10? 100? (by 1s, 5s, 10s)*  *How many is \_\_\_\_ number?*  *How can you represent this number?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   **In familiar settings, I communicate with peers and adults.**  Students will be communicating with the teacher as well as their peers for this unit. They will be sharing their ideas with the class and their partners, as well as participating in class discussions around the learning intentions. | * Creative Thinking * Critical & Reflective Thinking   **I can explore.**  **I can use evidence to make simple judgments.**  **Students will be exploring different ways to make numbers as well as how numbers work, how they are printed and how they can be represented.**  **Students will be using their prior knowledge learned about numbers to make simple judgments in their mathematical thinking.** | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility | |
|  | **Learning Standards – Curricular Competencies:**  Use reasoning to explore and make connections  Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving  Represent mathematical ideas in [concrete, pictorial, and symbolic forms](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) | | | | | |
|  | **KNOW** | **Learning Standards - Content:**  [number concepts](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) to 10  [ways to make 5](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core)  [decomposition](https://curriculum.gov.bc.ca/curriculum/mathematics/k/core) of numbers to 10 | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * ***Learning involves patience and time.*** * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**  **This FPPL will be incorporated into this unit because learning numbers can be quite difficult for students. It is a new skill that they are learning, and they may have little to no exposure with numbers. Learning numbers takes a lot of time and a lot of patience and students will be reminded of this while they are participating in their learning.** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | *Class Discussion/Student Participation*  *Whiteboards – show me*  *Play Doh/ Pipe Cleaner Number Formation*  *Worksheets – counting, tracing, number association*  *Number activities* | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | *Teacher will ask students one on one to identify numbers, associating groups of objects with numbers, print the numeral, count by 1s, 5s and 10s.* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *Feb 8-12*  *Number 9* | *I can count from 1-9 by 1s and with 1:1 correspondence*  *I can recognize the number 9*  *I can print the numeral 9* | | | * **Introduce the number with the number book that matches** * **Read the big number book** * **Worksheets: counting with one-to-one correspondence, tracing/practice writing the numeral, cut and sort, number association (what is 9, what is not 9)** * **Numeral formation using different materials** | | | |
| *Feb 15-19*  *Number 10* | *I can count from 1-10 by 1s and with 1:1 correspondence*  *I can recognize the number 10*  *I can print the numeral 10* | | | * **Introduce the number with the number book that matches** * **Read the big number book** * **Worksheets/activities: counting with one-to-one correspondence, tracing/practice writing the numeral, cut and sort, number association (what is 10, what is not 10)** * **Numeral formation using different materials** | | | |
| *Feb 22-26*  *100s day* | *I can count to 100 by 1s, 5s, 10s*  *I can measure my 100 items* | | | * **Counting activities – counting to 100 by 1s, 5s and 10s (including games and crafts)** * **Measuring activities – measuring the weight of their 100 items, measuring the length of their 100 items, measuring the volume of the 100 items** * **Read/discuss 100s day books** * **Hiding 100 of an item among the class and see if the students can find them all by the end of the week.** | | | |
| *Mar1- 19*  *Numbers 1-10 Review* | *I can count from 1-10 by 1s and with 1:1 correspondence*  *I can recognize numbers 1-10*  *I can print the numerals 1-10*  *I can identify and understand numbers in groupings of 5*  *I can skip count by 5 and 10* | | | * **Worksheets: counting with one-to-one correspondence, tracing/practice writing the numeral, matching numbers** * **Number games (recognizing numbers, building numbers, counting, printing numerals, number association)** * **Numeral formation using different materials** * **10 frame games** * **Decomposing numbers (i.e. with dot cards)** * **Read books about the numbers 1-10 (Books about counting up and down)** * **Count and colour worksheets** * **Colour by number sheets** * **Match and cover number game** * **Missing number clip strips** * **Card game “More” (same as War)** * **Drawing numerals in sand** * **Learning the numbers in ASL** * **Number hunt** | | | |
| *Feb 8- Apr 9*  *Number corner* | *I can count from 1-100 by 1s, 5s, 10s*  *I can recognize the number that corresponds with the day of the week*  *I can identify and understand groupings of the number 5*  *I can participate in number corner/calendar* | | | * **Recognizing the numeral that corresponds with that day** * **Counting up to the number of the day** * **Reading the date in its entirety** * **Counting to 100 (100th day)** * **Counting by 5s to 100 (using links)** * **Counting by 10s to 100 (using 10 frames)** * **Figure out and explain what is happening on the day card** * **Ordinal number** | | | |
|  | **Resources needed:** | | | | | | |
|  | **Number books**  **Big number book**  **Worksheets (tracing, printing, counting, number association)**  **Whiteboards, Playdough, Pipe cleaners**  **100 School Days – Anne Rockwell**  **The 100th Day of School – Angela Shelf Medearis**  **Dot cards**  **Ten frames (with double sided counters)**  **Power of 10 cards** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **ELA will be weaved into this unit through reading number books (and home reading)**  **2nd Language – possibly a lesson about learning 1-10 in ASL** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |