Understanding by Design Template

Teacher: __Jessica Leclere___ **Grade__1st Grade_____**

Date_____   **Subject: ___Math_____**

Stage 1- Desired Results

Established Goals :
A. Use Standards CCSS.MATH.CONTENT.1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.

B. Used flocabulary lesson, "Place Value": https://www.flocabulary.com/unit/place-value/
- In the lesson, the students will learn the hundreds place as well.

C. To be able to cue; model; use groups/partners/individual practice; reflection in the lesson.

Understandings:	**Essential Questions:**
Students will understand that: A. Vocabulary terms of the lesson including place value, digits, hundreds place, tens place, and ones place. B. They will understand the value of each numbers' placement.	A. Will the students make a connection between the established vocabulary terms of place value, digit, hundreds place, tens place, and ones place? B. Will the students understand and apply solutions to the different strategies of place value, hundreds place, tens place and ones place?
Student will know: A. How to see the difference between hundreds place, tens place, and ones place. B. Reflect on each problem and be able to process the correct number in the correct place value. C. Be able to scaffold place value from modeling, helping them when needed, to not being needed for their hw. D. They would have certain prior knowledge before teaching them about place value of extending the counting sequence. E. CCSS.MATH.CONTENT.1.NBT.A.1 • Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Student will be able to: A. They will know the vocab terms. B. They will know the place of the number C. They will know: CCSS.MATH.CONTENT.1.NBT.B.2.A - 10 can be thought of as a bundle of ten ones called a "ten." CCSS.MATH.CONTENT.1.NBT.B.2.B - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. CCSS.MATH.CONTENT.1.NBT.B.2.C - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Stage 2- Assessment Evidence

Performance Tasks :
A. Model the place value of hundreds place, tens place, and ones place.
B. The lesson will include vocabulary terms, a video, a vocab game, a read and respond, a quiz, a group activity game, and homework.

- Each activity will include myself modeling the problems, group, partnering, and individual activities. Each activity will differentiate from the former as well building up and scaffolding to the next activity as a step up. Scaffolding in each activity will help bring a good foundation for them to know what the terms longer and shorter than are.

Other Evidence:
A. Activities will include:

- Give them a good foundation in the terms
- Give them questions during the video and model what hundreds, tens, and ones place is.
- Have fun with the students as a group and play the game, "build a beat", while asking them vocab terms.

Self-Assessments:
A. The fourth activity, during "read and response", students will partner up.

B. The students will do a fun quiz independently.

C. They will also do a homework activity: They will fill in the place value with the correct number.

Other Evidence, summarized:
A. Have the students repeat what the vocab terms after I say the term.

B. Have the students answer the questions that I ask during the video and vocab game.

C. During the last group game, "Stay in your lane", always have them repeat what they wrote on the board- for example - if they have the number of 964, as a student body, they would all say "964". And the three students who were playing the game would one at a time say, "9 is the hundreds place", "6 is in the tens place", and "4 is in the ones place".

Stage 3 Learning Plan

Learning Activities:
Introduction
A. This lesson, I will be using Flocabulary: https://www.flocabulary.com/unit/place-value/vocab-cards/

Group Activities
B. I will introduce the students to vocab terms: place value, digit, hundreds place, tens place, and ones place.

C. I will model what the terms are and ask them questions about the terms along the way to help build their confidence in the vocab.
D. I will use Flocabulary's video about place value. I will ask questions, stop the video, and have the students participate in a discussion of the video about place value.
E. Group activity: "Build the Beat" vocab game. Help the students answer the questions and build the beat to fun music. This will increase in their group activity participation. I will also bring cooperation by working and answering the questions together as a team.

Individual Practice
F. Students will partner up. I will read the "read and response" questions for them. They will work together and answer the question together.

G. Students will do a short quiz individually. I will read the questions to the class, and they will circle in the answer on the paper.

Group Activity
H. The students will play a game called "Stay in your Lane". This game is to show the place value of a number. It also shows that one number in the tens place should stay in the lane like car might need to stay in one lane. I will ask them, "How is the tens place different from the ones place? Because they both have different place values and they always need to stay in their lane. Say to your friends nicely, Stay in your lane." The items will include disc cones, colored magnets, based end cubes, dice, numeric number cards, and ten frame cards. The students will pretend to be in cars or trucks, whatever they want to be in, and drive in the lane they should be. There are four parts to this activity. The first part, the students will be learning the tens place and the ones place. The second, third, and fourth part, I will be asking the students to find hundreds place, tens place, and the ones place.

Individual Practice
I. They will have homework to take home. The student will fill in the place value of the correct number. Here is the attachment to print out for them: https://www.flocabulary.com/unit/place-value/teacher-resources/handouts/