

Grade K Mathematics – Unit 2: Size and Shape

Phoenixville Area School District

Stage 1 Desired Results		
<p>PA Core Standards: CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p>	Transfer	
	<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • <i>Number Sense:</i> Develop a sound foundation to demonstrate the value of numbers by describing their various representations, relationships, and patterns. • <i>Problem-Solving:</i> Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems • <i>Mathematical Vocabulary:</i> Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale. 	
	Meaning	
	<table border="1"> <tr> <td> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Mathematics is used to make informed decisions about problems in everyday life. • Organizing/interpreting data helps us make inferences and draw conclusions. </td> <td> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How is mathematics used to quantify and compare situations, events and phenomena? • Have I represented the relationships between the quantities appropriately? • How can models and graphs be used to share and understand information? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Mathematics is used to make informed decisions about problems in everyday life. • Organizing/interpreting data helps us make inferences and draw conclusions.
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Knowledge and Skills Acquisition		
<p>KNOWLEDGE <i>Students will...</i></p> <ul style="list-style-type: none"> • Pair up sets of objects 	<p>SKILLS <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Using attributes to pair up sets of objects. 	

	<ul style="list-style-type: none"> • Order objects by <i>size</i> (big/bigger/biggest, middle-sized, small/smaller/smallest), <i>length</i> (tall/taller/tallest, short/shorter/shortest, long/longer/longest), and <i>weight</i> (heavy/heavier/heaviest, light/lighter/lightest) • Use comparing words • Use language such as before or after to describe relative position in a sequence of events • Use nonstandard units to measure and compare lengths <p>VOCABULARY</p> <ul style="list-style-type: none"> • Size • Same • Different 	<ul style="list-style-type: none"> • Identifying objects using attributes. • Comparing objects using attributes. • Using nonstandard units to measure and compare lengths.
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Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
M	<p><i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p>	<p>PERFORMANCE TASK(S) <i>Students will demonstrate understanding (meaning-making and transfer) through complex performance by...</i></p> <p>Performance Task A: Describe and compare attributes of length, area, weight, and capacity. Students will create a garden</p> <ul style="list-style-type: none"> • <i>Goal:</i> Your task is to create a garden that has a fruit shorter than a banana, a fruit lighter than a watermelon, a fruit heavier than a grape and a fruit taller than a blueberry. You need to water the garden with a full bucket of water. You need to see if each fruit picked (banana of 3 unifix cubes, grape of 1 unifix cube, blueberry of 1 unifix cube and watermelon of 5 unifix cube) can fit in the container provided using unifix cubes (using a ten-frame.) • <i>Role:</i> You are a gardener. • <i>Audience:</i> Homeowner 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> • IEP/ 504 plans • Small group instruction • One-on-one conferring • Vocabulary Posters • Individual goal setting • Audio and visual supports • Various questioning strategies

		<ul style="list-style-type: none"> • <i>Situation:</i> You are a gardener. You need to plant an item in each of the numbered sections of the garden. In box 2, you need to draw a fruit shorter than a banana. In box 4, you need to draw a fruit lighter than a watermelon. In box 6 you need to draw a fruit heavier than a grape. In box 8 you need to draw a fruit taller than a blueberry. You need to color the water bucket to show it is filled completely. You need to count the sections that you need to water in order to make the homeowner happy and make sure that your bucket is filled accordingly. • <i>Product:</i> Your garden will have 8 sections, each one with a different fruit. • <i>Success Criteria:</i> Your garden must include: a fruit shorter than a banana in box 2, a fruit lighter than a watermelon in box 4, a fruit heavier than a grape in box 6 and a fruit taller than a blueberry in box 8. You need to cover the 8 sections of the garden. You need to correctly count the number of sections in your fruit garden. You need to color the water bucket completely. You will indicate that all the fruit picked can fit into the container. 	<p>Strategic partnering Extra Practice Enrichment Space for movement and breaks Additional time as needed Review directions Restate information Flexible Math Groups</p>
	<p><i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p>	<p>OTHER EVIDENCE</p>	<p>Differentiation Considerations:</p> <p>IEP/ 504 plans Small group instruction One-on-one conferring Vocabulary Posters Individual goal setting Audio and visual supports Various questioning strategies Strategic partnering Flexible Math Groups Extra Practice Enrichment Space for movement and breaks Additional time as needed Review directions Restate information</p>