

Jay Curriculum: Unit Cover Page

Unit title: Place Value

Grade Level: 1

Content Area(s): Math

Date Created:

Designed By:

**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

G Math
1

Unit: Place Value

Brief Summary of Unit/Topic

Summary:

Introduce concept that digits have a different value according to their placement in a number (one, tens, hundreds).

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

- Digits are repetitious
- Numbers follow a pattern
- Numbers have a specific value according to placement

Students will know:

- How to count to 100
- The value of 10's and 1's
- How to sequence numbers (before, after, in between)
- Greater than/less than when comparing numbers

Students will be able to:

- Differentiate between the tens place and the ones place in a given number
- Sequence numbers (before, after, between, more and less)
- Demonstrate knowledge of meaning of 10's and ones

Enduring Understanding/s:

Numbers will be used in their everyday lives.

They need to know that they can take the digits 0-9 and create many numbers of different values.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Sequence numbers 0-100 (before, after, in between)	A3			
Using a 100's grid, they will identify pattern made with numbers 1-100	G1			
QUIZZES, TESTS, PROMPTS				
Chapter test – 70%				
100's grid – 80%				
OTHER				
Math worksheets				
Teacher observations				
Problem of the Day				
Calendar activities				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Dot to dot worksheets (5's, 10's, 2's)
2. Manipulatives
3. Calendar – (# of days we've been in school)
4. Hundredth day of school celebration
5. Sequencing # cards
6. Math worksheets/text
7. Place value board activities
8. Computer software

REFERENCES: