

Jay Curriculum: Unit Cover Page

Unit title: Positions

Grade Level: K

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:

E Math
3

Unit: Positions

Brief Summary of Unit/Topic

Summary:

Throughout the year, children will use position words to identify locations: top/middle/bottom; over/under; before/after; left/right; first/second/third; first/last; inside/outside.

Stage #1: Identify Desired Results

Essential Question/s:

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

Position words can be used for clarity.

Students will know:

The meaning of position words stated above.

Students will be able to:

Demonstrate understanding of given position words.

Enduring Understanding/s:

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 aligned scoring guide .)
When shown a group of objects, students will indicate: first/second/third; first/last; before/after; left/right	E3			
Using concrete objects, students will demonstrate over/under; top/bottom; inside/outside	E3			
OTHER				
Teacher observation				
Anecdotal records				

*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):

- Position parade p. 9 HB
- Above, Below, p. 9 HB
- I Spy Above, p. 10HB
- Drawings
- Over, under p.12 HB
- Billy Goats Gruff p.13 HB
- Bluebird, Bluebird p.13 HB
- Top, Middle, Bottom p.6 HB
- Before, After, Between p.8 HB
- T.A.L.K. activities

REFERENCES: