

GRADE/COURSE

UNWRAP A STANDARD: WHAT DO STUDENTS HAVE TO KNOW AND BE ABLE TO DO?

Domain: Counting and Cardinality

Domain/Reporting Category Weight (if applicable):

Standard: K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)

Performance/Achievement Level Descriptors

| Emerging (1) | Developing (2) | Proficient (3) | Distinguished (4) |
|---|---|--|--|
| I can Identify whether the number of objects in one group is greater (more) than the number of objects in another group. (Include groups with up to ten objects.) | I can Identify whether the number of objects in one group is greater than or less than the number of objects in another group. (Include groups with up to ten objects.) | I can Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.) | I can create groups that are more than, less than or equal to a given set of objects. (Include groups with up to ten objects.) |

BUILDING BACKGROUND KNOWLEDGE AND SKILLS: FLASHBACK STANDARD

Standard: **PreK Number Sense; Concept 2** The child uses numbers and counting as a means to compare quantity and understand number relationships.

EXTENDING KNOWLEDGE AND SKILLS: PREVIEW STANDARD

Standard: **.OA.C.5:** Relate counting to addition and subtraction (e.g., by using counting on 2 to add 2).

| | |
|---|---|
| <p>ESSENTIAL KNOWLEDGE/CONCEPTS <i>What Do Students Need to Know/Understand?</i> List the underlined nouns.</p> | <p>ESSENTIAL SKILLS <i>What Do Students Need to Be Able to Do?</i> List the circled (or <i>italicized</i>) verbs.</p> |
| <p>WONDER QUESTIONS <i>How can we capture student wonder?</i> *Including open-ended and 'second' questions</p> | <p>DOK LEVEL Level of content complexity rather than content difficulty.</p> <p>ESSENTIAL VOCABULARY <i>What Do Students Need to Comprehend?</i> List all key vocabulary</p> |
| <p>LEARNING OBJECTIVES ALIGNED TO THE STANDARD <i>What are the Learning Intentions and Success Criteria that will guide student progress?</i></p> | |
| <p>EVIDENCE OF STUDENT MASTERY? <i>How will we know when they know it?</i> <i>How will we encourage each student to try?</i></p> | |
| <p>SPECIFIC INSTRUCTIONAL FRAMEWORK? <i>What will we do to help them know/understand/can do it?</i> <i>What will we do for students who still don't know it?</i> <i>What will we do for students who already know it?</i></p> | |

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BUILDING BACKGROUND KNOWLEDGE AND SKILLS: FLASHBACK STANDARD

Standard: **PreK Number Sense; Concept 2** The child uses numbers and counting as a means to **compare** quantity and **understand** number relationships.

EXTENDING KNOWLEDGE AND SKILLS: PREVIEW STANDARD

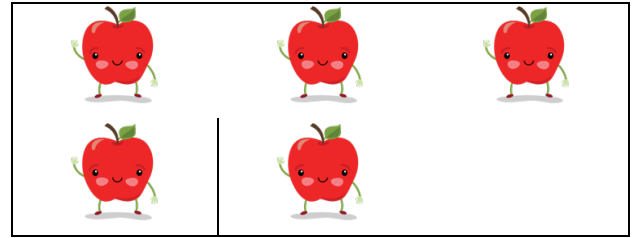
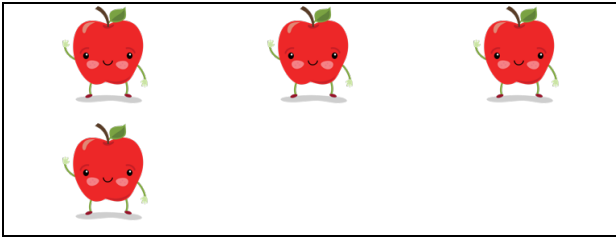
Standard: **.OA.C.5: Relate** counting to addition and subtraction (e.g., by using counting on 2 to add 2).

| | |
|---|--|
| <p>ESSENTIAL KNOWLEDGE/CONCEPTS <i>What Do Students Need to Know/Understand?</i> List the underlined nouns.</p> <p>Group of objects Set of objects The same</p> <p>Different compare and contrast Number of</p> <p>More Less The same amount Count</p> <p>More than Less than Equal to</p> | <p>ESSENTIAL SKILLS <i>What Do Students Need to Be Able to Do?</i> List the circled (or <i>italicized</i>) verbs.</p> <p>Identify Compare Contrast</p> <p>Explain Create</p> <hr/> <p>DOK LEVEL Level of content complexity rather than content difficulty.</p> <p>DOK 1 DOK 2 DOK 3</p> |
| <p>WONDER QUESTIONS <i>How can we capture student wonder?</i> *Including open-ended and 'second' questions</p> | <p>ESSENTIAL VOCABULARY <i>What Do Students Need to Comprehend?</i> List all key vocabulary</p> <p>Group Set Objects More Less</p> <p>More than Less than Equal to</p> |
| <p align="center">LEARNING OBJECTIVES ALIGNED TO THE STANDARD <i>What are the Learning Intentions and Success Criteria that will guide student progress?</i></p> <p align="center">See attached visible learning chart</p> | |
| <p align="center">EVIDENCE OF STUDENT MASTERY? <i>How will we know when they know it?</i> <i>How will we encourage each student to try?</i></p> <p align="center">See attached Diagnostic Quick Check</p> | |
| <p align="center">SPECIFIC INSTRUCTIONAL FRAMEWORK? <i>What will we do to help them know/understand/can do it?</i> <i>What will we do for students who still don't know it?</i> <i>What will we do for students who already know it?</i></p> <p align="center">See attached Thinking Routines and Small Group Strategies</p> | |

Creating a DFA:

Item #1: Alignment to ALD K.CC.C.6.0 (Flashback to PreK.C.2)

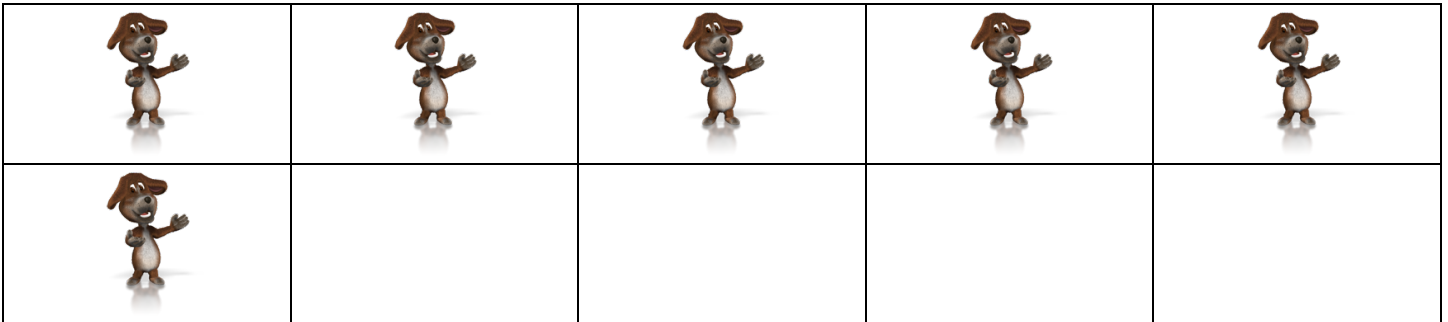
Circle the group that has five apples.



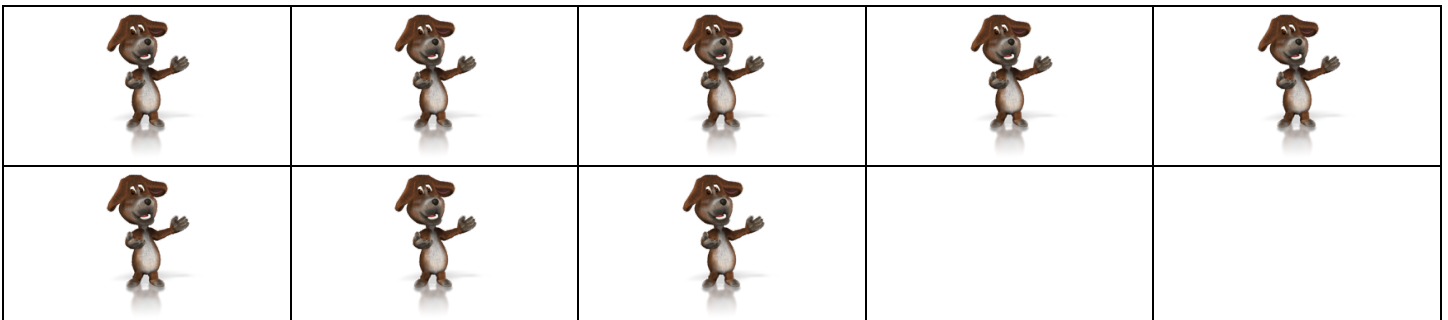
Item #2: Alignment to ALD K.CC.C.6.1

The charts below show how many dogs are in Sondra's neighborhood and how many dogs are in Ethan's neighborhood.

Dogs in Sondra's neighborhood:



Dogs in Ethan's neighborhood:



PART A. How many dogs are in Sondra's neighborhood?

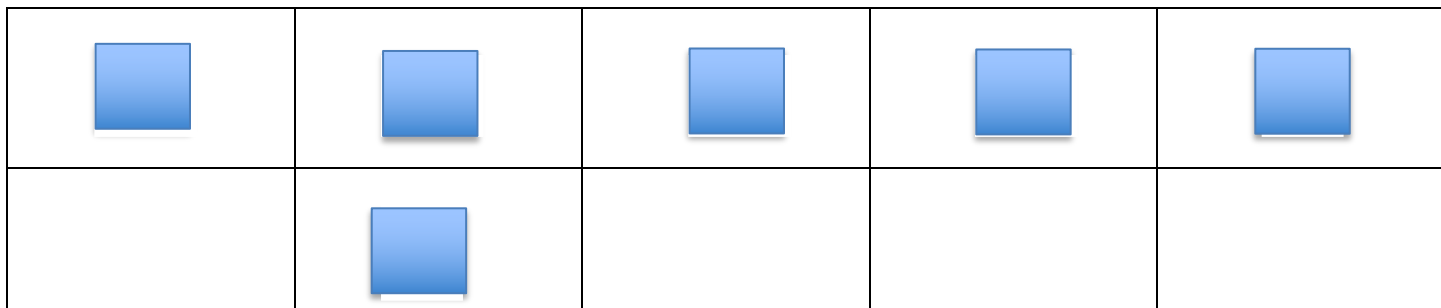
PART B. How many dogs are in Ethan's neighborhood?

PART C. Who has more dogs in their neighborhood, Sondra or Ethan?

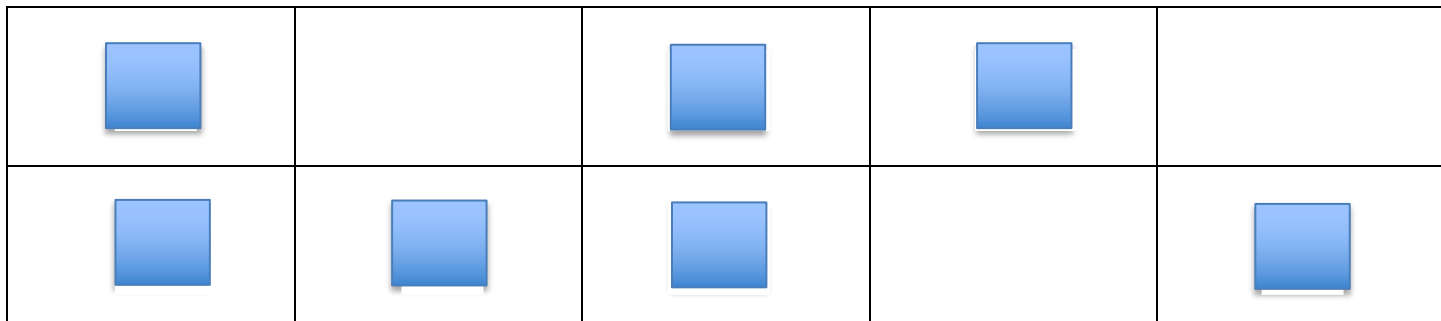
Item #3: Alignment to ALD K.CC.C.6.2

The charts below show how many squares are in Charlie's bag and how many squares are in Mary's bag.

Squares in Charlie's bag:



Squares in Mary's bag:



PART A. How many squares are in Charlie's bag?

PART B. How many squares are in Mary's bag?

PART C. Mary claims Charlie has fewer squares in his bag she has in her bag. Do you agree with Mary? How do you know?

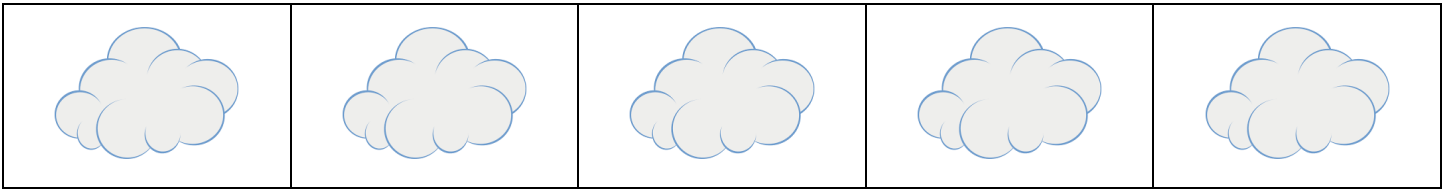
Item #4: Alignment to ALD K.CC.C.6.3

Carlos recorded the number of sunny days and the number of cloudy days during the last ten days. He recorded them in the charts below.

Sunny days



Cloudy days



PART A. How many sunny days were there?

PART B. How many cloudy days were there?

PART C. Which of the following best compares the number of sunny days and the number of cloudy days?

There are more sunny days than cloudy days.

There are the same number of sunny days and cloudy days.

There are less sunny days than cloudy days.

Item #4: Alignment to ALD K.CC.C.6.4

Use the red circles in your bag attribute blocks. Place your circles in the columns below to make each statement true.

| Statement | Column A | Column B |
|---|----------|----------|
| The number of circles in Column A is less than the number of circles in Column B. | | |
| The number of circles in Column A is more than the number of circles in Column B. | | |
| The number of circles in Column A is the same as the number of circles in Column B. | | |