

# usaFoster Heights Intellectual Preparation

## Unpacking a Unit - Unit 2: Numbers 1-10

Step 1: Read and discuss the Unit Overview.

<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>What is the goal of this unit?</li> <li>What are the section goals?</li> </ul>	<p>Unit Goals Students answer “how many” questions, count out, and compare groups within 10. Students write a number to represent how many.</p> <p>Section A Goals Connect quantities with spoken number words. Count and compare up to 10 objects and know the number remains the same regardless of the arrangement of the objects.</p> <p>Section B Goals Connect quantities with spoken number words. Count and compare up to 10 images in organized arrangements and know the number remains the same regardless of the order in which the images are counted.</p> <p>Section C Goals Connect quantities with spoken number words and written numbers. Understand the relationship between number and quantity.</p> <p>Section D Goals Compare written numbers 1–10.</p>
<p><b>PACING OF UNIT:</b> How many days should the unit take to complete?</p> <p><b>Consider:</b> Will the assessments need an entire day? Do we want to do the optional task?</p>	<p><a href="#">Pacing Guide</a></p> <p>26 days (with assessments)</p>

Step 2: Read and discuss the End of Unit Assessment & OPTIONAL TASK/AUTHENTIC CONNECTIONS .

<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>What do students need to know for the final assessment?</li> <li>What do students need to be able to do for the final assessment?</li> <li>How will we know students are successful?</li> <li>What would an independent exemplar response look like? <a href="#">LINK IN</a></li> </ul>	<p>-match written numerals to quantities within 10 (finger, sots, etc.) -count images/groups of objects and represent them with a written numeral within 10 -comparing groups (more/fewer) -comparing numerals (more/fewer) -write numerals 0-10 -understand number sequence and determine missing numbers</p> <p>-Model: counting sequence, writing numerals, determining more/fewer, representing quantities with numerals</p> <p>-Lesson 22: Pizzeria -Each Class handles the pizza orders for one grade-level team -Pizza Boxes (Kaylen Runner has contact with Hometown) -1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, MSD, Admin/Office Staff (larger class splits into 2 groups)</p>
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<p><b>EXAMPLES</b></p> <ul style="list-style-type: none"> <li>What models need to be supplemented?</li> </ul> <p>Examine the Optional Task OR authentic connections of the unit, using the <a href="#">Performance Assessment Design Process</a> - LIST potential brainstorming ideas</p>	<p>-Lydia looking into funding source for us (update: SAF funds utilized via Walmart order)</p>
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## SHIFT THE LESSON: Lesson 22: The Pizzeria

1. Identify the shifted lesson of the unit.
2. Identify the non-negotiables for that lesson.
  - a. Learning Target
  - b. Instructional Resources
  - c. Mini-Lesson Focus/Explicit Instruction
  - d. Success Criteria (Daily Formative Assessment)
  - e. Scaffolds
3. Brainstorm potential shifts.
4. Create the shifted lesson plan.
  - a. What additional resources, activities, or scaffolding is necessary to make this shift?

## LESSON 22: The Pizzeria

IM NON-NEGOTIABLES	TRANSFORMATIONS	SHIFTED LESSON
<p><b>Warm-Up:</b> Launch: (Groups of 2)</p> <ul style="list-style-type: none"> <li>"Jada and Diego drew different personal pizzas with sausage and olives on them."</li> <li>(display image) "What do you notice? What do you wonder?"</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>"Discuss your thinking with your partner." (1 minute, then share)</li> </ul> <p>Synthesis:</p> <ul style="list-style-type: none"> <li>Display Jada's pizza.</li> <li>"The black toppings represent sausages and the white toppings represent olives. Did she put more sausages or more olives on her pizza? How do you know?"</li> <li>Display Diego's pizza.</li> <li>"Let's take a look at Diego's pizza. Did he put fewer sausages or fewer olives on his pizza? How do you know?"</li> </ul> <p><b>Activity 1: Class Pizza Order</b> Launch:</p> <ul style="list-style-type: none"> <li>Groups of 2</li> </ul>	<p>PERSONAL</p> <p>REAL-WORLD</p> <p>Pizzeria - Audience of Teachers</p> <p>STUDENT-LED</p> <p>Pizzeria</p> <p>COLLABORATIVE</p> <p>Pizzeria</p> <p>STUDENT OWNED</p> <p>Pizzeria</p>	<p>Pizzeria (real pizzas or pretend pizzas)</p> <p><b>A few days before:</b> Have students develop which questions should be placed on the "order form" &amp; create order form with students;</p> <ul style="list-style-type: none"> <li>"What toppings would you like?"</li> <li>For each topping, ask "How many ____ would you like?"</li> </ul> <p>Deliver order forms to teachers &amp; ask to give back before day of</p> <p>Optional implementation: split class into two groups to enable more hands-on participation when making pizzas. While one group is making real pizza, the other group can draw to match pizza toppings with numeral cards. <a href="#">Add the toppings sheet</a></p>

- Give students access to colored pencils or crayons.
- "When you call a pizza shop to order pizzas, they usually have lots of toppings on their menu to choose from. The person who answers the phone has to tell the chef exactly what kind of toppings to put on the pizza and how many of each."
- "We will create a class order for just one pizza. Our topping choices are pepperoni, sausage, olive, bell pepper, and pineapple. We can have up to 10 of any topping."
- Invite 5 different students to share the number of toppings for each option.
- Consider role-playing as you take the order.
  - "What toppings would you like?"
  - For each topping, ask "How many \_\_\_\_ would you like?"
- Students record the number for each topping.

Activity: "Use our class order to draw the toppings on the pizza."

- 1 minute: independent work time
- 4 minutes: partner work time

Synthesis

- For a few of the toppings, ask:
  - "Are there more \_\_\_\_ or \_\_\_\_?"
  - "Are there fewer \_\_\_\_ or \_\_\_\_?"
- 30 seconds: quiet think time
- Share responses.

#### Activity 2: More Pizza Orders

- Groups of 4
- Give an order sheet to each student.
- "Take orders from your group. You can order a pizza with up to 3 kinds of toppings. You can have up to 10 of those toppings."
- "Each person will take turns as an order giver and taker. Everyone will listen to the order, write down the number, and then make the pizza."

Activity:

- 10 minutes: group work time
- Monitor for explanations that demonstrate understanding of written numbers corresponding with specific quantities, regardless of arrangement.
- Monitor for 2–3 pizzas to share during synthesis.
- Monitor for an order sheet that has at least two toppings with the same amount for lesson synthesis.

Synthesis: Display 2–3 pizzas from students for all to see.

Launch: (Groups of 2)

- "Jada and Diego drew different personal pizzas with sausage and olives on them."
- (display image) "What do you notice? What do you wonder?"

Activity:

- "Discuss your thinking with your partner." (1 minute, then share)

Synthesis:

- Display Jada's pizza.
- "The black toppings represent sausages and the white toppings represent olives. Did she put more sausages or more olives on her pizza? How do you know?"
- Display Diego's pizza.
- "Let's take a look at Diego's pizza. Did he put fewer sausages or fewer olives on his pizza? How do you know?"

#### Activity 1: Class Pizza Order

Launch:

- Groups of 2
- Give students access to colored pencils or crayons.
- "When you call a pizza shop to order pizzas, they usually have lots of toppings on their menu to choose from. The person who answers the phone has to tell the chef exactly what kind of toppings to put on the pizza and how many of each."
- "We will take grade level teacher orders, admin, and other staff orders to prepare for lunch. Our topping choices are cheese, pepperoni, sausage, bell pepper, banana peppers, and pineapple. We can have up to 10 of any topping."
- Share the options for toppings of the pizza and the limit for how many of each topping will go on the pizzas.
- Refresh on order form & how to read it to create pizzas

#### Activity 2: More Pizza Orders

- Give an order sheet to each group/class.
- For a few of the toppings, ask:
  - "Are there more \_\_\_\_ or \_\_\_\_?"
  - "Are there fewer \_\_\_\_ or \_\_\_\_?"
- MAKE PIZZASSSSSSS
- Monitor for explanations that demonstrate understanding of written numbers corresponding with specific quantities, regardless of arrangement.

<ul style="list-style-type: none"><li>• "Which pizzas have more than 6 ____ [topping of your choice]? How can you tell?"</li><li>• Count as a class or invite a student to count the toppings.</li><li>• "Which pizzas have less than 4 ____ [topping of your choice]? How can you tell?"</li><li>• Count as a class or invite a student to count the toppings.</li><li>• Display only one pizza.</li><li>• "How do you know your pizzas are exactly what the customer ordered?" (When I count each topping they match the number on the order.)</li></ul> <p><b>Lesson Synthesis:</b> "Today we said, wrote, read, and compared numbers while we made pizzas by counting out and drawing different toppings for our pizzas." Display an order form.</p> <p>"How many of each topping are on this pizza?"</p> <p>Invite different students to read the order form.</p> <p>"Use the word 'more' to compare the toppings. Share with your partner."</p> <p>Repeat the steps with "fewer" and the "same number."</p> <p>Invite a few students to share their responses with the whole class.</p>		<ul style="list-style-type: none"><li>• Count as a class or invite a student to count the toppings.</li><li>• Display only one pizza.</li><li>• "How do you know your pizzas are exactly what the customer ordered?" (When I count each topping they match the number on the order.)</li></ul> <p><b>Lesson Synthesis:</b> "Today we and the other classes created pizzas for different teams of teachers in the building. Let's look at some of the other pizza orders Kindergarten completed today!" -Compare different pizza orders (more/fewer with toppings) -Reflection (Smiley face, sad face with how they liked it and how successful they felt"</p>
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