## INSTRUCTIONAL DESIGN FRAMEWORK

NO3B


## INSTRUCTIONAL DESIGN FRAMEWORK

M1A


## Kid Friendly Objective

- I will select a unit and tool to measure size.
- I will select a unit and tool to measure temperature.
- I will select a unit and tool to measure time.
- I will select a unit and tool to measure weight.


## Assessment of Kid Friendly Objectives

- Using a checklist, students will be able to determine correct tool and unit to measure size, temperature, time, and weight.
- Students will achieve $100 \%$ on Unit 4 assessment in Everyday Math.
- Teacher will observe students weighing items to the nearest pound using a scale.



## INSTRUCTIONAL DESIGN FRAMEWORK

GS1A

| Standard <br> Describe attributes and and parts of 2- and 3-dimensional shapes (circle, triangle, trapezoid, <br> rectangle, rhombus, sphere, rectangular prism, cylinder, pyramid). |
| :--- | :--- |

The What
Parts and attributes of 2and 3-dimensional shapes

Academic Vocabulary
2-dimensional shapes: circle, trapezoid, rhombus, triangle, rectangle
3-dimensional shapes: pyramid, sphere, rectangular prism, cylinder

## Kid Friendly Objective

- I will describe the attributes and parts of two-dimensional shapes.
- I will describe the attributes and parts of three-dimensional shapes.


## Assessment of Kid Friendly Objectives

The student will achieve $80 \%$ or better on third quarter district common assessment.

## Activity

Using the die cut shapes, students will create and label 3-D shapes.


Activity
Using Venn diagrams on chart paper, small groups create anchor charts comparing and contrasting of 3-D shapes.

## INSTRUCTIONAL DESIGN FRAMEWORK

NO1C

| Standard |
| :--- |
| Compose or decompose numbers by using a variety of strategies, such as using known facts, |
| tens place value or landmark numbers to solve problems. |

## Kid Friendly Objective

- I will compose numbers by using a variety of strategies.
- I will decompose numbers by using a variety of strategies.

Assessment of Kid Friendly Objectives
The student will achieve $80 \%$ or better on the district common assessment for decomposing and composing numbers.

Activity
Using slates, students will be given a number; the student will then have to write that number two different ways using a landmark number plus another number.

Activity
Using place value blocks, students will create numbers.

Activity
Students will be given a number, using the slate they will need to write what number should be added or subtracted to get to the closet multiple of ten.

## INSTRUCTIONAL DESIGN FRAMEWORK

NO3C


Kid Friendly Objective

- I will explain the strategy I use to solve two-digit addition problems.
- I will explain the strategy I use to solve two-digit subtraction problems.


## Assessment of Kid Friendly Objectives

- The student will achieve $80 \%$ or better on quarterly common assessment for 2-digit addition and subtraction problems.
- Using a response page, students will be able to describe how they solved a problem.



## INSTRUCTIONAL DESIGN FRAMEWORK



## INSTRUCTIONAL DESIGN FRAMEWORK

DP1A


## INSTRUCTIONAL DESIGN FRAMEWORK

AR1B


GS2A


## INSTRUCTIONAL DESIGN FRAMEWORK

M1D


## INSTRUCTIONAL DESIGN FRAMEWORK

M2A

| Use standard units of measure (cm, inch) and the inverse relationships between the size and |
| :--- | :--- |
| number of units. |

Kid Friendly Objective

- I will use a ruler to measure objects to the nearest inch.
- I will use a ruler to measure objects to the nearest centimeter.



## INSTRUCTIONAL DESIGN FRAMEWORK

NO3A

## Standard

Describe or notate the mental strategy used to compute addition or subtraction of whole


The What
Mental strategies of addition and subtraction


|  | Academic Vocabulary |  |
| :--- | :---: | :--- |
| Describe | Notate | Mental strategy |
| Compute | Addition | Subtraction |
| Whole numbers | 2-digit |  |

Kid Friendly Objective

- I will explain how I used mental math to solve addition problems.
- I will explain how I used mental math to solve subtraction problems.

Assessment of Kid Friendly Objectives
Using a response page, student will be able to explain how they solved at a proficient or advanced level.

| Activity <br> Using slates, student will <br> solve, explain, and notate <br> mental math addition and <br> subtraction problems. | Activity <br> In partners, students will <br> "teach" how to solve <br> mental math problems. | Activity |
| :--- | :--- | :--- | :--- |
| Students will use slates <br> daily to complete mental <br> math and reflexes <br> activities. |  |  |

## INSTRUCTIONAL DESIGN FRAMEWORK

AR3A


## INSTRUCTIONAL DESIGN FRAMEWORK

AR1A


## INSTRUCTIONAL DESIGN FRAMEWORK

DP1C


## INSTRUCTIONAL DESIGN FRAMEWORK

AR4A


Assessment of Kid Friendly Objectives
Students will read a thermometer and describe the change over time.
Assessment of Kid Friendly Objectives
Students will read a thermometer and describe the change over time.

Activity
Students will write sentences about another student comparing himself or herself to the other person. (i.e. My hair is darker than Mary's hair.


## INSTRUCTIONAL DESIGN FRAMEWORK

NO1A


## INSTRUCTIONAL DESIGN FRAMEWORK

NORA

## Standard

Represent/model a given situation involving two-digit whole number addition or subtraction.


Assessment of Kid Friendly Objectives Students will achieve $80 \%$ or better on district common assessment.



Activity
Use pictures or manipulative to represent a 2-digit addition or subtraction problem.

Activity
Use Lesson 4.9 in
Everyday Math.

## INSTRUCTIONAL DESIGN FRAMEWORK

NO1D


## INSTRUCTIONAL DESIGN FRAMEWORK

GS3A


## INSTRUCTIONAL DESIGN FRAMEWORK

AR2B


Kid Friendly Objective

- I will use turn around facts to solve problems.
- I will solve problems with three addends.


## Assessment of Kid Friendly Objectives

- Students will achieve $80 \%$ or better on assessment for turn around facts.
- Students will achieve $80 \%$ or better on assessment for solving problems with three addends.



## INSTRUCTIONAL DESIGN FRAMEWORK

DP1B


## INSTRUCTIONAL DESIGN FRAMEWORK

GS3C


Assessment of Kid Friendly Objectives

- Students will be given pattern block paper and create a symmetrical design.
- Pattern block paper website: http://www.aug.edu/~lcrawford/Tools/pattern_blocks.pdf



## INSTRUCTIONAL DESIGN FRAMEWORK

M1C

## Standard

Tell time to the nearest one fourth (quarter) hour.


INSTRUCTIONAL DESIGN FRAMEWORK
NO1B


## INSTRUCTIONAL DESIGN FRAMEWORK

AR2A


## Kid Friendly Objective

- I will write an expression or number sentence for an addition problem.
- I will write an expression or number sentence for a subtraction problem.

Assessment of Kid Friendly Objectives
Students will achieve $80 \%$ or better on district assessments.

## Activity

Students will write story problems and share with partners to solve by writing a number sentence or expression.


The How (DOK)
Represent

Academic Vocabulary
Expression Number sentence
Number model
Equation

$\qquad$ ,
$\qquad$ $\square$
$\qquad$

