

I. Numbers & Operations

B. Develop Numeral Operations

1. Indicator: Identifies Numerals in Everyday Situations

Step One: Focus on Key Words

1. Circle what students should be able to do (verbs).
2. Underline the concepts or knowledge the students should know (nouns).
3. Place brackets around any context information.

Domain: Numbers and Operations

Strand: Develop Numeral Operations

Standard: (I.B.1.) Identifies Numerals in Everyday Situations: Identifies numerals (0-10) in everyday situations

Step Two: Map It Out

What will students <u>do</u> ?	With what <u>knowledge</u> or <u>concepts</u> ?	In what topic or <u>context</u> ?	Level of Thinking
Identify	Numerals	In everyday situations	Level 1

Step Three: Analyze the standard

Type: Knowledge X Reasoning _____ Skill _____ Product _____

Implied Learning Targets:

I can identify numerals 0-10.

Standard Extended (Enrichment):

- I can identify numerals 11-20.
- I can name numerals 11-20.
- I can write numerals 0-10.
- I can identify numerals that come before or after a numeral from 1-19.

Meeting Proficiency (Pre-kindergarten (PK)):

- I can identify numerals 0-10.
- I can name numerals 0-10.
- I can correctly identify numerals (0-10) posted in the environment.

Approaching Expectation (Preschool (PS)):

- I can differentiate between a numeral and letter.
- I can identify numerals 0-5.
- I can name numerals 0-5.
- I can recognize numerals in the environment.

Prerequisite Skills (Preschool 3 (PS3)):

- I can show interest in numerals.
- I can explore with numeral games.

Vocabulary: Identify, name, write, differentiate, numeral, interest, recognize

Step Four: Determine Big Ideas

Identify: Students can identify numerals 0-10.

Step Five: Establish Essential Questions to be answered by your instruction.

Identify: Can students identify numerals 0-10?

Identify: Can students identify numerals in the environment?

Instructional Strategies

Enhancement Activities

Enhancement tools

Various Games

Calendar

Calendar review (number visuals and gumball machine)

Number posters

Numeral recognition rhymes for transitions (formation rhyme cards)

Number line

Anchor charts

Jack Hartmann videos

Ten frame

Games/activities during math centers

Write numbers in sensory materials (i.e. shaving cream, salt, sand, etc.)

Number dice

Clip cards

Various videos (Storybots, Sesame Street, etc.)

Playdough cards (roll it to make the number)

Flashcards

Magic number box

Number rhyme flashcards

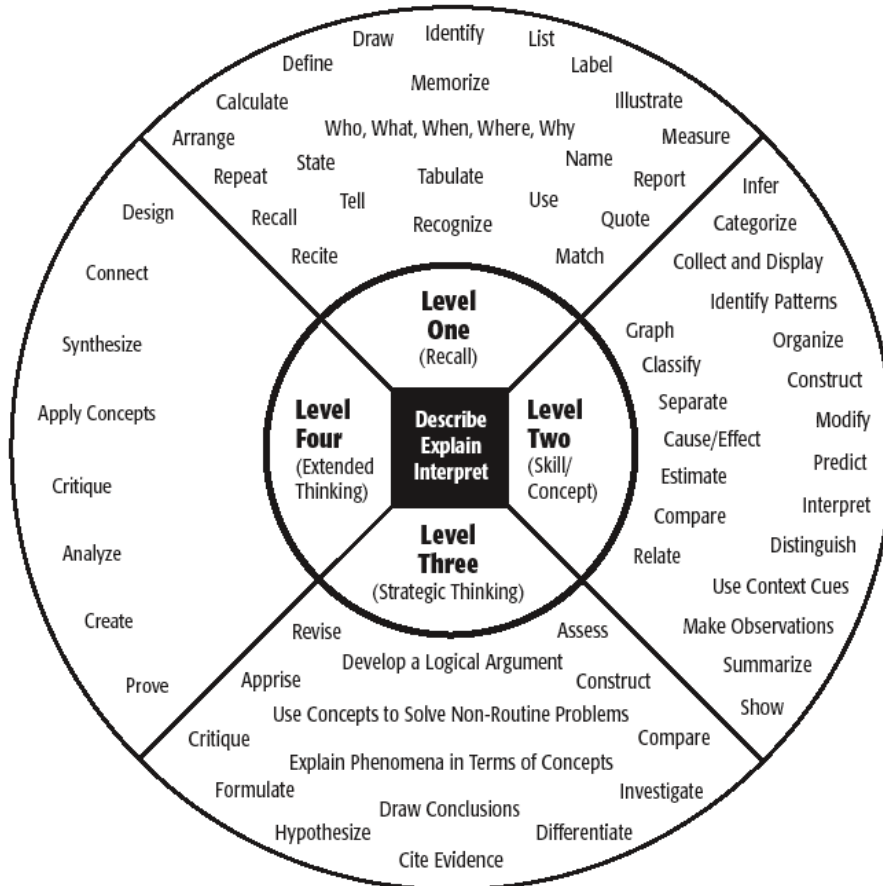
Creating a number line

Anchor charts

Fill in the missing number

Magic number box (identify numbers in box)

Bloom's Taxonomy	Marzano's Taxonomy	Webb's Depth of Knowledge	Daggett – Rigor/Relevance
Remembering	Level 1: Retrieval	Recall & reproduction (DOK 1)	1. Knowledge/Awareness
Understanding	Level 2: Comprehension	Skills and concepts (DOK 2)	2. Comprehension
Applying	Level 3: Analysis	Strategic thinking/complex reasoning (DOK 3)	3. Application
Evaluating	Level 4: Knowledge utilization	Extended thinking/reasoning (DOK 4)	4. Analysis
Creating	Level 5: Metacognition		5. Synthesis
	Level 6: Self-system thinking		6. Evaluation



Level 1: Recall - involves basic tasks that require recall of facts or rote reproduction of simple procedures. These kinds of tasks do not require any cognitive effort beyond remembering the right response or formula.

Level 2: Skills and Concepts - requires a student to make some decisions about problem solving and procedures. DOK 2 tasks may involve applying a skill in a new context or explaining thinking in terms of concepts..

Level 3: Strategic Thinking - more complex and abstract. Students must use reasoning, planning, and evidence to explain their thought processes. Often, Level 3 tasks have more than one valid response, and students must justify their choices..

Level 4: Extended Thinking - at least as complex as level 3 tasks but require an extended time period—several weeks, perhaps, or even longer—to complete.

