Grade Level	Kindergarten	**Content Area**	Math
Course Title (grades 9-12 Only)			
Length of Unit	10 days total, 8 days of instruction, 2days review and assessment of skills.	**Time of Year**	2nd Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students, prior to entering Kindergarten, should already know how to rote count to 10. Students should also know how to write the numbers. Based on presentation of previous lessons students should be familiar with the word and numeral representation of numbers through 16, all the vocabulary in this particular lesson are review words. Students should also demonstrate knowledge of Seasons as it relates to clothing or weather that might occur.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Current school programming supports peer reviewed research based interventions and strategies. By way of Applied Behavioral Analysis (ABA), Discrete trial Therapy (DTT) , and the use of Pivotal Response Therapies.		
Standard Number and Description *List the Number* and full description for the required Standard.*	K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	The Summative Assessment will address each student's ability to identify, and construct models with numbers 11 to 19. The Summative Assessment will present a variety of options for a student to demonstrate mastery of the listed skill. Five specific questions that address identification of amounts, fill-in, adding on, identification of amounts with a distracter, and construction of sets. The assessment will allow for students who also have limited communication/motor skills to address the listed skills as well. Differentiated supports for students would relate to the assessment being presented in a fashion where answers could be placed into the assessment by use of Velcro. Student would be presented with two options, a distracter, by which they could select and Velcro on the correct answer. (This would address students with motor related needs.		

Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The Assessment will take a cumulative look at skills practiced throughout the unit. Mastery= 6/8 or higher
Materials/Resources Needed	• 10-Frame Mats • Index Cards/with related vocabulary • Video clip about fall and other fall items. Video viewed on teacher's laptop. • White board or chalk board • Individual whiteboards/dry erase markers • Baggies of fall based manipulative(amounts 11-19) • Skills review worksheet(homework) • Base ten blocks-Connecting cubes(Assessment)

Lesson (add as needed)	Instruction	Student Activities
1	**Introduction**: Students will be introduced to a quick question about what season we are in and the things we may see outside. Teacher will present a video clip on teacher's laptop that shows students collecting leaves, apples, pumpkins and other fall related items. After the video the teacher will present **clarifying questions** to check for comprehension of how the characters in the video clip separated the items they collected into groups of 10, but at times had extra or "some" left over. Essential Skill students need to be looking at answering is "How do we show numbers 11 to 19 in another way". Teacher will review number vocabulary from unit note cards, which students will be reviewing from previously presented units. Teacher holds up vocabulary card with numbers written through 16. Teacher will **model** concept of decomposing numbers in a set of 14 items, by presenting a set of fall based manipulatives (14 miniature leaves). Teacher will demonstrate how to problem solve by taking the set of manipulatives and placing them on the 10-Frame mat to show first a set of 10 and then the concept of "some" with the remaining 4 leaf manipulatives. Teacher will demonstrate building the number sentence for decomposing the number 14 (ex: 10 and 4 more, utilizing a ten-frame. Finally the teacher will pass out a ten-frame to each student where they will practice decomposing numbers that have been placed on the board (five problems total). The teacher will monitor and watch independent work of the students.	Students will watch the video clip on fall and the items that people can collect in fall. Students will participate in the whole group discussion about items that they saw kids pick up in the video as well as how they grouped them. Students will participate in naming number vocabulary from cards that the teacher will hold up. Students will watch the teacher demonstrate how to decompose and compose the number 14. Students will be given their own ten-frame mats to practice decomposing and composing numbers (5 numbers total) that the teacher has written on the board.

2	Teacher will have students pull out their foldable study organizer and guide students in how to make and construct their foldable. The teacher will demonstrate completing the first foldable problem on the board. Students will be asked to complete the rest independently. Once students have completed their foldable the teacher will go through and review the answers with the class. The teacher will provide baggies with fall theme mini sticker varying in amounts from 11-19.(**Intensive Skill Practice Activity)** Student will also receive a ten-frame mat sheet with corresponding numbers sentence fill-in that each child will use to build their own representative models. Teacher will walk around classroom to monitor student progress and monitor and provide support and re-direction to students who may need help with constructing the set of 10 and “some”.	Students will pull out their foldable study organizer, they will watch as the teacher helps to model how to make their book, as well as completes the first example on the board. Students are to complete their own foldable with problems. The teacher will review the answers with the whole class, asking for participation from students in completing the problems. Once the review is completed, the teacher will pass out the fall theme manipulative bags. Students will also receive a ten-frame mat. Students will watch the teacher demonstrate what they need to do with the fall mini stickers. Then they will glue the themed items into the 10 frame and complete the basic number sentence.
3	After Guided practice from the previous day, the teacher will pair students into small two-person groups with a fellow classmate to participate in a small group activity. Each student group will be given a set of four vocabulary cards with a number of 11-19. Teacher will explain that each student will take turns holding up the vocabulary card with the number ranging 11-19. The other student will model that number on their 10-frame and the bag of manipulatives that they have. They will also build the correlating number sentence. Student pairs must discuss if each example is correct.	Students will get together with their partner and will take their vocabulary cards. Each partner will take turns holding up a card with a number while the other partner builds the number on a ten-frame, as well as writes the number sentence (i.e. 16 = 10 and 6 more). Students will discuss with their partners if their final product is correct or not, as well as describe the concepts of ten and “some”. When the teacher has viewed and heard each group’s discussion and work, they will be given a checkmark on their sheet for

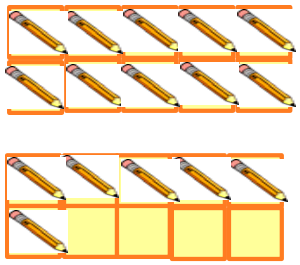
	Finally students will be assigned **Homework Sheet** on *Making Numbers 11-15* to complete at home with a parent.	completion. Students can pick up their homework sheet for the night from the teachers desk when done.
4	Students will be instructed that they will be rotating to various centers for the day's math period. The teacher will review the 6 math centers with the students. #1 Teacher one-on-one support and intervention. **Here the teacher will address students that are Below level, those that need Oral Assessment Support On level, and are in the Mastery level.** #2 Draw the Equation Ex: 10+7=17, 10-8=2 Students will need to draw one addition and one subtraction equation. #3Make numbers on the ten-frame. Students will have different colored paper counters to work with. They must build the numbers presented on the number card. (ex: 10 and 6 more) #4 Write the number equation. Here students will have a sheet that has various representation of numbers represented with counters. The students must write the correct number sentence for each pictorial representation. #5Vocabulary Check Students will draw lines to match numerical value to a word representation for numbers 0-19.	The students will follow the teacher through each presented math center as the teacher demonstrates what to do for each center. Each student must complete at least 3 centers for the specific math period. Each center is run on a 15 minute timer, and as it goes off they should be rotating to their next center. Once each student has completed their three centers for the day, they will take their work from each one and turn it in to be reviewed by the teacher. Each student will complete the remaining 3 centers the following day. **Centers are a two day activity.**

	#6 Grouping Tens/And Some Here students will have a sheet with a group of objects. They must circle all the groups of 10 in green and the "some that are left over" in red. Each student must complete two sheets. The teacher will utilize this time to assess as well as provide intervention and supports for students as well as look at ways where instruction may need to be adjusted. Finally at the end of the period students will be given **Homework Sheet***: Making Numbers 11-19 in Different Ways*	
5	The teacher will guide the whole class in a Listening Assessment for the math period. Students will be asked to complete 10 specific skill based tasks. Related to: Building models for a proposed amount. Building a number sentence for a presented picture representation. Coloring and circling groups of 10 and some. Students will also be asked to address which group has more and demonstrate a way to compose and decompose three specific numbers (19, 12, 16). The teacher will be moving about the room to monitor student progress with the listed tasks.	Students will be given their Listening Assessment. They must listen and complete the requested task that is presented by the teacher. Students are able to raise their hands if they have a question or need the teacher to slow down.

Name:_____ Date:_____

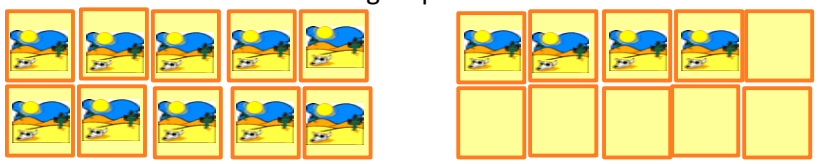
Composing/ Decomposing numbers 11-19
Grade/K , Summative, Form

1. Circle the number that tells how many.



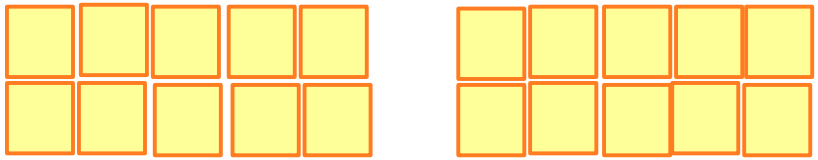
9 16 13

2. Write the number for each group.



_____ and _____ more

2. Trace the number. Draw objects to show that many in the 10-frame. 19



_____10____ and _____9____ is ___19_____

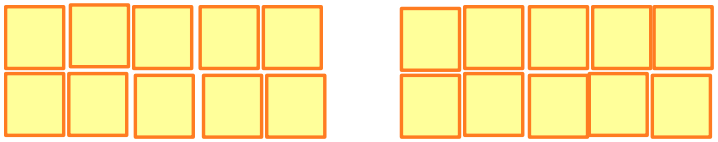
4. Write the number sentence. Circle the answer that shows how to make 15.

_____ and _____ more

10 and 5 10 and 8 10 and 2

5. Trace the number. Draw objects in the 10-frame. Write the number sentence.

16

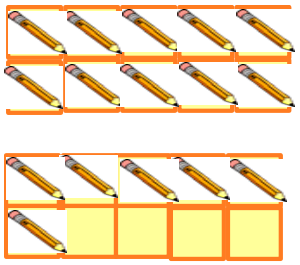


_____ and _____ is _____

Name:_____ Date:_____

Composing/ Decomposing numbers 11-19
Grade/K , Summative, Form

1. Circle the number that tells how many.(1pt)

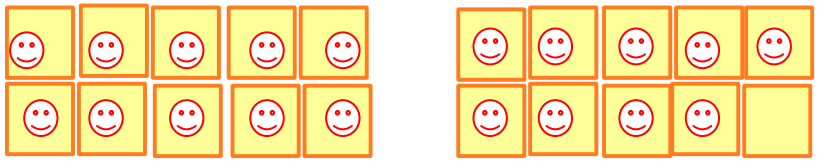


9 1 6 13

2. Write the number for each group. (2 pts)

____10_____ and _____4_____ more

3. Trace the number. Draw objects to show that many in the 10-frame. (1pt) 19



_____10____ and _____9____ is ___19_____

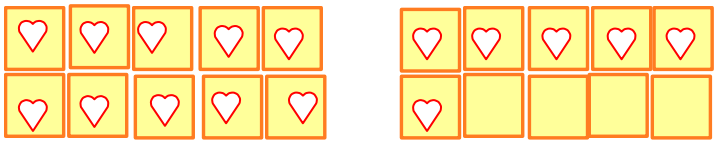
4. Write the number sentence. Circle the answer that shows how to make 15. (2pts)

____10_____ and ___5____ more

10 and 5 10 and 8 10 and 2

5. Trace the number. Draw Objects in the 10-frame. Write the number sentence.(2 pts)

16



____10_____ and ____6_____ is ____16_____