Curriculum Sample Template
Max. 8 Pages

Grade Level	KINDERGARTEN	**Content Area**	MATH
Course Title (grades 9-12 Only)			
Length of Unit	2 day	**Time of Year**	4th 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 can count, write, and recognize numbers from 1 to 19. Students can create sets that are representative of that number. Students have prior experiences composing and decomposing numbers to 10 with ten frames and base ten blocks.		
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.*	This lesson will implement guided math instruction. It will teach the mathematical concept from concrete/manipulative, through pictorial to abstract/equation to reach a deep understanding of the standard. Language: Concept will be taught and assessed in all three languages.		
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.*	Performance Assessment: Students will build 5 different numbers on a number mat one-on-one with the teacher. Worksheet (Written Assessment): 5 different numbers will be provided, students will draw and decompose the number		
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.*	Performance assessment: 5 exceeds 3-4 meets 2 approaches 1 falls far below Written assessment:		

	5 exceeds 3-4 meets 2 approaches 1 falls far below
Materials/Resources Needed	Base 10 blocks, construction paper, markers, document camera, white boards (one for each student), dry erase markers (one for each student)

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instruction (English, Spanish and Mandarin)	Student Activities (English, Spanish and Mandarin)
1	The teacher will draw a T chart on the board. The left side will be labeled “Tens” the right side will be labeled “Ones”. The teacher will remind students of prior activities building numbers up to ten. The teacher will guide the class to build combinations to ten, emphasizing regrouping once they have ten ones. The teacher will go over the learning target: We can understand that the number ____ means ___tens and ____ones. The teacher will have all the students count from 1-19 as a group. The teacher will write the numbers as they count. The teacher will ask what students notice about the number words (guiding them to 11 &12 as special, 13-19 all end in -teen). The teacher will explain that “-teen” means one ten plus ones. The teacher will teach the following song to help students with place value, to the tune of Farmer in the Dell, *The teen comes first, the teen comes first, I know why it works that way, the ten comes first.* The teacher will use a document camera to display a ten rod and nineteen ones cubes. All students will have their own ten rod and nineteen ones cubes. The teacher demonstrates how to model the number 14 using one to one correspondence, separating and trading out ten ones for a ten rod. The teacher will write the number 14, correlating the number to the quantity. The teacher will provide 2-3 numbers for students to build, first with ones, then trading for a ten rod. The teacher will circulate and observe students while they build and write their numbers.	The students will work as a whole group to build combinations to ten. The students will discuss with a partner and share with the class things that they noticed about the number words. Students will build provided numbers using their ones, and then trade in ten ones for a ten rod. Once students have built the number they will write the number on a white board to show teacher. Student will create their own three column base ten mat after teacher demonstration.

	The teacher will demonstrate how to make a three column base ten mat on construction paper. The left column will be labeled “tens”, the middle column will be labeled “ones” and the right column will be labeled “expanded notation”. The teacher will model saying a number, building and drawing a number using a ten and ones, and then writing it in expanded form. The teacher will practice 3-4 more numbers with student involvement. The teacher will say a number and all students	Students will build, draw and write the number in expanded notation with the teacher. Formative assessment: Students will complete an exit ticket that shows a number drawing and written. (Ex: one ten, three ones drawn, and the number 13 written)
2	Review the learning objective. The teacher will model one number on the number mat and go through the whole process of building the number, drawing the number and writing the number in expanded notation. Students will be put in groups of three. Each will have their mat, base ten blocks to work with, and two die (one with only ones on it, and the other with the numbers 2-9). The teacher will demonstrate how to play the base ten numeral race. The teacher will use one group to demonstrate for the whole class. One child rolls the die, calls out the number, then the other two students race to build, draw and write the number in expanded notation correctly on their three column base ten mats. Whoever wins gets to roll the die for the next round. Students will play the base ten numeral race for ten minutes. The teacher will pull students one at a time during the races to administer the performance assessment. The teacher will bring students back to whole group and ask them to share their number and equations with the class. The teacher will then give the written assessment to the class.	Students will play the base ten numeral race game in groups of three. Students will demonstrate building, drawing and writing the numbers in their groups.

Performance assessment:

The teacher will say the numbers (11, 19, 13, 15 & 17) to the student (one at a time) and have the student build the number on the three column base ten mat.

Tens	Ones	Expanded notation

Written assessment:

Name:_____

Date:_____

Directions: Read each number. Draw a picture to represent each number. Write the number in expanded notation.

Number	Picture	Expanded notation
12		
18		

14		
11		
19		