Curriculum Sample Template
Max. 8 Pages

Grade Level	2	**Content Area**	MATH
Course Title (grades 9-12 Only)			
Length of Unit	1 week	**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 can add and subtract two-digit numbers through 100, showing an understanding of the value each digit possesses. Students are able to decompose numbers to make them "friendly numbers" when adding and subtracting.		
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. This lesson will be taught in all three languages. Spanish and Mandarin will use simpler vocabulary & sentences for word problems, but same level of numbers as English.		
Standard Number and Description *List the Number* and full description for the required Standard.*	2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		
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.*	Teacher will provide an assessment with 5 word problems and 5 equations for students to solve. Students will be required to model, draw and write their answers.		
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.*	18-20 exceeds 12-17 meets 8-11 approaches 0-7 falls far below		
Materials/Resources Needed	Addition/subtraction mats, base ten blocks, Spin&Add materials, Math journals, white boards/markers		

* ***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	Student Activities
1	The teacher will write the following story problem on the board and ask students to solve the problem using base ten blocks or any other method that they choose. Problem: Chelsea bought 26 pieces of bubblegum and 19 jawbreakers at the store. How many pieces of candy did she have altogether? After students have had an opportunity to solve the problem using their manipulatives, ask students to share how they solved the problem. (i.e. did they use similar methods, do the strategies make sense to other students) Write the steps on the board as students explain their methods. The teacher will group students into partners and pass out an Addition/ Subtraction Mat, base ten blocks and a spin&add template with spinner to each student. (Students need their math journals to record their strategies.) Spin & add activity: Have each player spin the spinner. The highest number goes first. The first student spins the spinner, and both students model the number using their base ten blocks on their Addition/Subtraction Mat. The second student spins the spinner and again both students model the number on their mats using the base ten blocks. Both players will write the equation in his/her journal, write a correlating word problem, and then writes or draws pictures explaining how he/she solved the problem. Students share their answer and method with each other. If students get the same answer they celebrate and continue with a new problem. If they get	Students will solve the given problem and explain to the class how they solved the problem and why they solved it that way. Students will work in pairs as they play the spin & add activity. Students will record their strategies in their math journal.

	different answers then they need to go back and work the problem out together. (Teacher will circulate while students are doing activity.) The teacher will call on students to share some of their solution strategies with the other students by either drawing on the whiteboard or verbally explaining.	Students will share various strategies used during the activity with the class.
2	The teacher will open with a problem on the board. The teacher will model how to solve the problem by decomposing the number into tens and ones before adding. Problem: 43+35 40+3 + 30+5 70+8 = 78 The teacher will think aloud while solving the problem, focusing on decomposing the number into tens and ones. The teacher will put another problem on the board and ask students to solve with a partner (think-pair-share). The teacher will provide four more problems for the students to solve independently. The teacher will write the following problem on the board: Problem: 64-36 50+14 - 30+6 20+8 = 28 The teacher will think aloud while solving the problem, reminding	Students will build it with base ten blocks and draw/write it on whiteboards. Students will share their strategies with the class. Students will solve addition problems using manipulatives and white boards while the teacher circulates, checking for understanding.

	students that once the numbers are decomposed, you subtract the tens **and** the ones. The teacher will put another problem on the board and ask students to solve with a partner (think-pair-share). The teacher will provide four more problems for the students to solve independently.	Students will build it with base ten blocks and draw/write it on whiteboards. Students will share their strategies with the class. Students will solve addition problems using manipulatives and white boards while the teacher circulates, checking for understanding.

Paste Summative Assessment Here:

Name:_____

Date:_____

Directions: Solve the problems below by building, drawing and writing your answer and thinking process.

1. David had 63 stickers. He gave 37 to Susan. How many stickers does David have now?	
2. Brian had $25.00. His grandpa gave him some money for his birthday. Now he has $72.00. How much did Brian's grandpa give him?	
3. Lisa has 67 stickers. Sarah has 24 stickers. How many more stickers does Lisa have than Sarah?	

4. Jessie had some pencils. She gave 27 to Paul. Now she has 19 pencils. How many pencils did Jessie have before?	
5. Ryan has 49 books. Bobby has 25 books. How many more books does Ryan have than Bobby?	
6. 93 – 25 =	
7. 48 + 34 =	
8. 100 – 52 =	

9. 19 + 70 =	
10. 72 + 19 =	

Paste Answer Key/Scoring Rubric Here:
(one point for correct answer, one point for showing work)

1. 26
2. 47
3. 43
4. 46
5. 24
6. 68
7. 82
8. 48
9. 89
10. 91