Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Math
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	By this point in the year, kindergarten students have already spent time focusing on whether objects are similar or different, as they need to understand difference in order to compare objects. Students have been exposed to defining objects by physical attributes, and are able to verbally describe objects. Students have also learned to write their numbers and letters and understand how to copy the teacher's writing when prompted. Additionally, kindergarteners have learned how to work independently and in small groups cooperatively.		
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.*	These math lessons will serve as the "Math Content Lesson" as described in the Program of Instruction. A large focus for math content lessons is developing conceptual understanding, which is accomplished in these lessons through the variety of hands-on activities to help students develop a deep understanding of the terms short, shortest, long, longest, tall, and tallest. Additionally, each lesson begins with an opportunity for students to explore these new concepts with guidance from the teacher. These lessons follow the direct instruction model, including setting a purpose for learning, introduction to new material, guided practice, independent practice, and closure. Additionally, these lessons use authentic approaches as they utilize materials that students interact with on a daily basis and set an authentic purpose for learning each day.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Grade: K Domain: Measurement & Data (MD) Cluster: Describe and compare measurable attributes Standard: #2 - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*		
Materials/Resources Needed	Various objects that can be defined by height and by length including animal figurines, classroom academic objects, and any other object that can be used for these measurement purposes, bags to place groups of these objects in, pieces of string of various lengths, T-chart recording papers for each lesson		

* ***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)	Instructional Strategies	Student Activities
1	**Objective:** Students will be able to compare objects using the words taller and shorter. **Introduction to New Material (10 minutes):** Teacher will have a bag of objects that can be referred to as taller and shorter (objects that refer to height as opposed to length). Teacher will direct students to reach into the bag and pull out two objects and describe the objects. Teacher will record students' observations on the board by listing the two objects and the words the students used to describe the objects in relation to each other. Students are not expected to use the words taller and shorter at this point; other descriptive words are fine. This will be repeated until all objects in the bag have been pulled out.	Students will listen actively. Students will come to the front of the classroom to select objects from the bags as directed by the teacher. Students will use descriptive words to describe the objects.
	Teacher will explain to students that this week we are going to be focusing on using measurement words to compare objects. We need to use these measurement words to be able to describe objects in our daily lives.	Students will actively listen to the teacher.
	If one or more of the comparisons listed on the board from the student observations are comparisons of height, the teacher will begin by showing the objects described by height. If not, teacher will select two objects. With the two objects, teacher will put them on a flat surface and without saying the word taller, use hands to illustrate taller (by placing one hand on the flat surface and raising the other hand high). Teacher will have students point to the object that is similar to this motion. Teacher will ask students to share if they know what word we could use to describe this. If students do not know, teacher will define this as tall or taller, and have students make the same hand gesture while repeating the vocabulary words. Teacher will explain that we use the word taller when we are talking about an object's height. Teacher will model this by using hand movements to show that height refers to starting on the ground, and moving upwards. Teacher will repeat the same process to define shorter. Teacher will repeat this with the remainder of the objects as students raise hands to designate taller and shorter, and all students use the hand gestures. Teacher will write the words "taller" and "shorter" on the board for student reference throughout the lesson.	Students will listen actively. Students will point to the object that is similar to the hand motion. Students will use hand gestures to show taller and shorter while saying the vocabulary words aloud as prompted by the teacher.

	Guided Practice (15 minutes): Teacher models walking around the room and standing next to vertical objects while the students use the hand gestures for taller and shorter to show whether the object the teacher is standing next to is taller or shorter than the teacher. Each student takes a turn to stand next to an object in the classroom while the class uses the hand gestures to show whether he/she is taller or shorter than the object. Teacher passes out a sticky note to each child as a final check for understanding and directs students to write the numbers one through three on the note. The teacher stands next to three objects and the students independently write taller or shorter (using the vocabulary words from the board) next to numbers one through three corresponding to the objects the teacher is standing by. Teacher collects sticky notes.	Students will use hand gestures to show taller and shorter, while repeating the word aloud. Each child will take a turn to stand next to an object, while the remainder of the students use hand gestures and vocabulary words to designate the object as taller or shorter than the student. Students will write numbers one through three on a sticky note, and alongside the numbers write taller or shorter to indicate whether the three objects the teacher is standing alongside are taller or shorter than the teacher. Students give sticky notes to the teacher.
	Independent Practice (15 minutes): Teacher has a paper with a T-chart with the words taller and shorter. On the chart, teacher draws pictures of objects in the room that are taller than the teacher, and objects that are shorter. Teacher gives students worksheets and directs them to move around the room, recording objects that are taller and shorter than them. Students that did not use the correct measurement words during the final check for understanding during guided practice remain with the teacher to complete this activity until they demonstrate mastery and are released to complete it on their own. Teacher then observes and guides students as necessary.	Students will walk around the classroom completing their T-chart by drawing pictures of objects that are taller than them in the taller column, and objects that are shorter than them in the shorter column. Students who demonstrated difficulty during the check for understanding at the end of guided practice will work along with the teacher until they demonstrate understanding and then will complete the remainder of the T-chart independently.
	Closure (5 minutes): Teacher will call students back to the carpet and have three students who did an exemplar job share their worksheets, explaining which objects were taller or shorter than them. While they are explaining, they will stand next to the objects and students will use the hand gestures to show whether the object is taller or shorter than the student.	Students will actively listen as other students share out, using hand gestures and vocabulary to designate objects as taller or shorter than the students sharing.
2	**Objective:** Students will be able to compare objects using the words tallest and shortest. **Introduction to New Material (10 minutes):** Teacher will call four students of varying heights to the front of the room. Teacher will ask the class to discuss various ways that the	Students will actively listen and give suggestions for ways to order the

	students could be ordered. (The goal is for students to form a line of ascending or descending height order. If this does not happen based on student suggestions, teachers will use guiding questions to ensure that these two height orders occur). Teacher will ask students to use the words learned yesterday to describe the order that the students are standing in.	four students at the front. Students will use the words tall/taller and short/shorter from yesterday to help describe their orders.
	Teacher will explain that when we have more than two objects, we use the words tallest and shortest, to describe the one that is the most tall, and the one that is the most short, respectively. Teacher will explain that we need to use these measurement words to be able to describe objects in our daily lives. Teacher will model using hands to show ascending order while referring to objects that are lined up from the shortest to the tallest, and vice versa for objects that are tallest to shortest. Teacher will call up groups of four students to the front and with student input, place these students from shortest to tallest and vice versa.	Students will actively listen and use same gestures as teacher to indicate tallest and shortest. Students will actively listen and give suggestions for ways to order the four students at the front using the words tallest and shortest.
	Guided Practice (15 minutes):	
	Teacher places students in groups of four. Each group has to organize themselves in order of tallest to shortest. Each group presents their order to the class, and the class shows thumbs up/thumbs down to indicate whether the group ordered themselves correctly/incorrectly. Then teacher switches student groups and the groups now have to place themselves in order from shortest to tallest. Again the groups present to the class, and the class shows thumbs up/thumbs down to indicate if they are in order from shortest to tallest.	Students will form groups of four. Each group will move themselves into the order of tallest to shortest, working together cooperatively and using the vocabulary words. While groups are presenting, other students will show thumbs up/thumbs down to indicate whether the groups have ordered themselves correctly/incorrectly. Students will repeat this process for ordering shortest to tallest.
	As a final check for understanding, teacher places four animal figurines on a table not in the correct order. Students are given a piece of paper and they have to draw the animals in order from tallest to shortest, and then shortest to tallest.	Students will complete the final check for understanding by drawing the animal figurines in order from tallest to shortest on their paper, and then from shortest to tallest.
	Independent Practice (15 minutes):	
	Teacher gives each student a bag with four objects in it and directs students to order the objects from tallest to shortest, draw the objects on their papers, then reorder the objects from shortest to tallest and repeat. Teacher explains that once students have finished with their bags, they will switch bags with another person at their tables to repeat this process. Students that did not correctly order the figurines during the final check for understanding during guided practice remain with the teacher to complete this activity until they	Students will take a bag of four objects and place them in order from tallest to shortest. Students will draw a picture of their objects in this order on their papers. Then students will reverse the order from shortest to tallest and again record their findings. Students will then switch bags with a student at their table. Students who demonstrated difficulty during the check for understanding at the end of guided practice will work along with the teacher until they demonstrate understanding and then will complete the remainder of the object ordering independently.

	demonstrate mastery and are released to complete it on their own. Teacher then observes and guides students as necessary. **Closure (5 minutes):** Teacher will have three students with exemplar responses share their order and drawings of heights. The other students will show thumbs up/thumbs down to indicate whether the order is correct/incorrect.	Students will actively listen as other students share out. Students will show thumbs up/thumbs down to indicate whether the order is correct/incorrect.
3	**Objective:** Students will be able to compare objects using the words longer and shorter. **Introduction to New Material (10 minutes):** Teacher will have a bag of objects that can be referred to as longer and shorter (objects that refer to length as opposed to height). Students will reach into the bag and pull out two objects and describe the objects. Teacher will record students' observations on the board by listing the two objects and the words the students used to describe the objects in relation to each other. This will be repeated until all objects in the bag have been pulled out. Teacher will call on students to explain why we need to be able to compare objects? (This will help us understand objects in relation to one another). The teacher will select two objects. With the two objects, teacher will hold them next to each other and without saying the word longer, use hands to illustrate longer (by moving hands far apart). Teacher will have students point to the object that is similar to this motion. Teacher will ask students to share if they know what word we could use to describe this. If students do not know, teacher will define this as long or longer, and have students make the same hand gesture while repeating the vocabulary words. Teacher will explain that we use the word longer when we are talking about an object's length, not height. Whereas height is how far off the ground an object is, length shows how long an object is. Teacher will make this very evident by holding up different objects and showing how certain objects are tall, whereas others are long. Teacher will repeat the same process to define shorter, this time using the hand gesture of one hand on the flat surface, and the other low to the surface. Teacher will repeat this with the remainder of the objects as students raise hands to designate longer and shorter, and all students use the hand gestures. **Guided Practice (15 minutes):** Teacher models holding an object up and moving around the room to	Students will listen actively. Students will come to the front of the classroom to select objects from the bags. Students will use descriptive words to describe the objects. Students will actively listen to the teacher and raise hands to explain why it is necessary to compare objects. Students will listen actively. Students will point to the object that is similar to the hand motion the teacher shows. Students will use hand gestures to show longer and shorter while saying the vocabulary words aloud as directed by the teacher. Students will use hand gestures to show longer and shorter, while

	find other objects that are longer or shorter than this object while the students use the hand gestures for longer and shorter to show whether the other object is longer or shorter than the object the teacher is holding. Each child takes a turn to hold a different object next to another object in the classroom while the class uses the hand gestures to show whether the object is longer or shorter than the other object. As a final check for understanding, teacher places an object next to another object and has students signal one finger (longer) or two fingers (shorter) to demonstrate whether the object is longer or shorter than the other object. Teacher notes student responses.	repeating the word aloud. Each student will take a turn to stand next to an object, while the remainder of the students use hand gestures and vocabulary words to designate the object as longer or shorter than the other object. Students signal one finger (longer) or two fingers (shorter) to show whether one object is longer or shorter than another object.
	Independent Practice (15 minutes): Teacher has a paper with a T-chart with the words longer and shorter. Teacher holds up a pencil. On the chart, the teacher draws pictures of objects in the room that are longer than the pencil, and objects that are shorter. Teacher calls on three students to model and record this process, each holding a pencil. Students all receive worksheet and move around the room, recording objects that are longer and shorter than their pencil. Students that did not show the correct signal during the final check for understanding remain with the teacher to complete more guided practice until they demonstrate mastery and are released to complete it on their own. Teacher then observes and guides students as necessary.	Students listen to the teacher's directions. Three students model and record the process the teacher has shown while other students listen actively. Students walk around the classroom completing their T-chart by drawing pictures of objects that are longer than their pencil in the longer column, and objects that are shorter than their pencil in the shorter column. Students who demonstrated difficulty during the check for understanding at the end of guided practice will work along with the teacher until they demonstrate understanding and then will complete the remainder of the T-chart independently.
	Closure (5 minutes): Teacher will call students back to the carpet and have three students with exemplar work share their worksheets, explaining which objects were longer or shorter than their pencil. While they are explaining, they will hold their pencil next to the object and other students will use the hand gestures to show whether the object is longer or shorter than their pencil.	Students will actively listen as others students share, using hand gestures and vocabulary to designate objects as longer or shorter than the student's pencil.
4	**Objective:** Students will be able to compare objects using the words longest and shortest. **Introduction to New Material (10 minutes):** Teacher will have four objects that can be used to measure length. Teacher will ask class to discuss various ways that the objects could be ordered. (The goal is for objects to be ordered in length order. If this does not happen based on student suggestions, teachers will use guiding questions to ensure that these two length orders occur).	Students will actively listen and give suggestions for ways to order the four objects at the front. Students will use the words longer and shorter from yesterday to help describe their orders.

	Teacher will ask students to use the words learned yesterday to describe the order that the objects are ordered in.	
	Teacher will explain that when we have more than two objects, we use the words longest and shortest, to describe the one that is the most long, and the one that is the most short, respectively. Again teacher will reiterate that length is for objects in which one is not taller than the other, as we are not talking about their height. Teacher will give examples again of objects for which we can measure height, and objects for which we can measure length. Teacher will model using hands to show ascending order while referring to objects that are lined up from the shortest to the longest, and vice versa for objects that are longest to shortest. Teacher will explain that we need to use these measurement words to be able to describe objects in our daily lives. Teacher will call up groups of four students to the front and give each student a piece of string. With student input, the teacher will place these students in order from shortest to longest based on string length and vice versa, with students contributing where to place each student's string, using the words longest and shortest.	Students will actively listen and use same gestures as teacher to indicate longest and shortest. Students will actively listen and give suggestions for ways to order the four pieces of string at the front using the words longest and shortest.
	Guided Practice (15 minutes):	
	Teacher places students in groups of four and each student receives a piece of string of varying length. Teacher directs each group to organize their strings in order from longest to shortest. Teacher then has each group present their order to the class, and the class shows thumbs up/thumbs down to indicate whether the group ordered the strings correctly/incorrectly. Then the teacher has students switch groups and the groups now have to place themselves in string order from shortest to longest. Again the groups present to the class, and the shows class thumbs up/thumbs down to indicate whether the group ordered the strings correctly/incorrectly.	Students will form groups of four and each student will have a piece of string of varying length. Each group will move themselves into the order of longest to shortest based on string length, working together cooperatively and using the vocabulary words. While groups are presenting, other students will show thumbs up/thumbs down to indicate whether the group has ordered the strings correctly/incorrectly. Students will repeat this process for ordering shortest to longest.
	As a final check for understanding, teacher places four objects on a table not in the correct order. Students are given a piece of paper and they have to draw the objects in from order longest to shortest, and then shortest to longest.	Students will complete the final check for understanding by drawing the objects in order from longest to shortest on their paper, and then from shortest to longest.
	Independent Practice (15 minutes):	
	Teacher gives each student a bag with four objects in it and prompts students to order the objects from longest to shortest, draw the objects on their papers, then reverse the order and repeat. Teacher explains that once students have finished ordering the objects in their bags	Students will take bags of four objects and place the objects in order from the longest to the shortest. Students will draw a picture of their objects in this order on their papers. Then students will reverse the order from shortest to longest and again record their findings. Students will

	they will switch bags with someone at their tables and repeat. Students that did not correctly order the objects during the final check for understanding remain with the teacher to complete this activity until they demonstrate mastery and are released to complete it on their own. Teacher then observes and guides students as necessary. **Closure (5 minutes):** Teacher will call students back to the carpet and have three students share their order and drawings. Students will show thumbs up/thumbs down to indicate whether the order is correct.	then switch bags with a student at their table who has completed their bag. Students who demonstrated difficulty during the check for understanding at the end of guided practice will work along with the teacher until they demonstrate understanding and then will complete the remainder of the object ordering independently. Student will actively listen as students share and show thumbs up/thumbs down to indicate whether the order is correct/incorrect.
5	**Assessment:** Students will directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. **10 minutes:** Teacher will explain to students that today we will have the chance to show how well we have learned the objective of comparing objects using the words tall, tallest, long, longest, short, and shortest. We will use this skill in our lives every day! Teacher will quickly review these concepts with students using exemplars from the week. **35 minutes:** Teacher will give assessment one-on-one with students while other students complete math centers activities.	Students will listen actively. Students will complete the assessment one-on-one with the teacher. While students are not working with the teacher, they will complete math centers activities.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

The following four assessment items will be delivered one-on-one. Using objects, the teacher will instruct students to:

1. Describe the two objects using height vocabulary words. (The two objects are two animal figurines).
2. Place the four objects in order from tallest to shortest. (The four objects are four animal figurines).
3. Describe the two objects using length vocabulary words. (The two objects are a pencil and eraser).
4. Place the four objects in order from shortest to longest. (The four objects are four pieces of string of varying lengths).

Points will be awarded as follows for the following assessment items:

1. Students will receive one point for stating "tall" or "tallest" and one point for stating "short" or "shortest."
2. Students will receive two points if the objects are correctly ordered tallest to shortest and zero points if the objects are not correctly ordered.
3. Students will receive one point for stating "long" or "longest" and one point for stating "short" or "shortest."
4. Students will receive two points if the objects are correctly ordered from shortest to longest and zero points if the objects are not correctly ordered.

*Students can earn up to eight points on this assessment. A student must earn at least seven out of eight points (87%) to demonstrate mastery. (The bar of mastery at CASA Academy is 85% or higher. However, for this assessment, it is not possible to earn exactly 85%.)