Curriculum Sample Template
Max. 8 Pages

Grade Level	First Grade	**Content Area**	Math
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be able to: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Compare objects in terms of measurement, taller / shorter than, more or less, heavier or lighter than and equal.		
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 unit aligns to the Core Knowledge Sequence for Math and to the 2010 AZ Math Standards. The domain of measurement. Measurement is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 Mathematics Standards (CCSS), and in Core Knowledge. The content knowledge of measurement and data is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade. . As described in the Program of Instruction, cooperative learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment. Differentiated instruction will be taught in small groups. The small groups will be teacher determined and determined by the RTI model.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**1.MD.2.** Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*		
Materials/Resources Needed	Document camera, tablets, www.starfall.com, objects to count, paperclips, tiles, blocks, pencils, scholar white board, large white board		

* ***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	**Lesson: Scholars** will count objects in terms of units. Instruct scholars of the definition of a unit. A unit = 1 and can be represented by objects that can be counted. **Guided Practice**: Use the document camera and practice counting units with the scholars. The teacher will use paperclips, erasers, pennies or blocks of the same length to demonstrate counting. Each unit is considered to be 1. In this lesson the scholars will count many objects of the same length and record the number. Ask the scholars to move to the stations. They will select items and count them. The teacher will instruct them to line up the objects in a row without spaces or gaps. The objects will be referred to as units. **Independent Practice:** Scholars will use the tablet or the computer to practice counting units and writing the number of units they see. They will also practice drawing or coloring objects to match the number. **Assessment Item 1** The teacher will present the scholars with the assessment item individually. Each scholar will answer the questions on the assessment as the teacher reads the questions aloud.	1. Listen to the teacher instructs the definition of a unit. 2. Scholars will participate in the whole group discussion and modeling the teacher count objects. 3. The scholars will learn that objects of the same size will be referred to as "units" 4. Scholars will move to the stations and practice counting objects and identifying them as a number of units. 5. Observe the teacher line of the objects in a row without any spaces or gaps for the purpose of using the objects to measure items. 6. In one of the stations, the scholars will use the tablets or the computer to complete early measurement modules to reinforce objective of this lesson. 7. Scholars will also draw and color units as directed by a question. 8. Scholars will take the unit assessment 1
2	**Anticipatory Set:** Ask the scholars to state one thing they learned yesterday. **Lesson**: The scholars will comprehend and measure objects in terms of units. Units can be many things (e.g. paperclips, pencils, tiles etc…) Students use their counting skills while measuring with non-standard units. While this standard limits measurement to whole numbers of length, in a natural environment, not all objects will measure to an exact whole unit. When scholars determine that the length of a pencil is six to seven paperclips	1. Scholars will state one thing learned from the previous lesson. 2. Listen to the teacher instruct how objects can be used to measure items. The items used to measure are referred to as "units". 3. Scholars will get into learning groups and rotate through the math stations.

	long, they can state that it is about six paperclips long. **Guided Practice**: • Ask students to use multiple units of the same object to measure the length of a pencil. • In the learning groups the scholars will rotate about the stations and practice measuring objects using, paperclips, tiles or unsharpened pencils for large items. • For this unit the scholars will only be measuring lengths. **Independent Practice**: The teacher will give the scholars a worksheet with objects on them. The scholars will use paperclips, tiles, pencils etc. to measure the items. **Assessment Item 2:** Teacher will give the scholars the assessment for this lesson.	4. Use objects to measure the length of item. 5. Practicing line up the units of measure without gaps or spaces. 6. Scholars will rotate in the stations measuring things. 7. Scholars will continue measuring objects and counting the units. 8. Complete a worksheet with items to count 9. Take the assessment item 2
3	**Unit Assessment**: The teacher will review the concepts of using objects to measure the length of items. Review that objects used to measure represents a unit of 1. Give the scholars the assessment.	1. Scholars will individually take the unit assessment.

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

Assessment item 1:
This assessment is designed to assess the scholar's ability to count using units of measure. Various objects of the same size will be used as unit. The scholars will answer the questions and follow along as the teacher reads each question orally.

Scoring: The assessment is worth a total of 20 points. The scholars will earn 4 points for each correct answer for a total of 20 points.
Scoring scale: 20 =100% 19 = 90% 18 = 80% mastery 17 = 70% 16 = 60%

Mastery: Mastery will be determined by a score of 18 points. 18 points are converted to 80% which aligns with the Program of Instruction

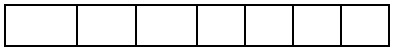
First Grade Assessment 1

Name_____

Directions: Answer each question as your teacher reads it aloud.

1. An object is counted as _____ unit.

2. How many units are displayed? _____



3. Write the number of units in the picture. _____.
   (The teacher will hold up a picture of 3 pennies lined up in a row)

4. Draw a picture to represent 5 units.

5. Write a sentence describing what you see. (Teacher will hold up picture of 2 blocks lined up)

Rubric:
1. 1 unit
2. 7
3. 3
4. The scholar will draw five blocks or representation of 5 objects.
5. I see 2 blocks.

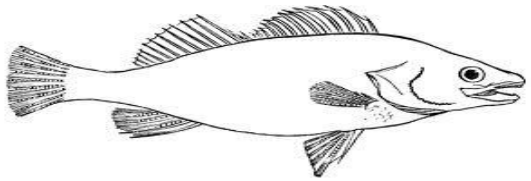
Mastery: 4/5

Assessment Item 2:
This assessment is designed to assess the scholar's ability to measure items using units of length. The assessment is five questions in which the scholar will answer each question by measuring objects or creating units of measure based on a picture to demonstrate a deeper level of understanding. Points will be earned for answering each question completely.
Scoring: The assessment will be worth 20 points. 4 points will be earned for each question.
Mastery: A score of 16 points will determine mastery and align with the Program of Instruction which indicates a score of 80%. Any scholar not achieving 80% mastery will require additional and individual tutoring.

First Grade Assessment Item 2

Name_____
Directions:
Complete each question and follow along as your teacher reads the question.

1. **How long is the fish?**



2. **Use the paper clips at your desk and measure the lady bug. _____**

3. **How long is the shelf of books? _____**

4. **Draw a crayon that is 5 units long.**

5. **Jacks new truck measures 6 units. Draw an illustration to show this.**

Rubric:

1. **4 units**
2. **1 unit**
3. **8 units**
4. **Must draw a crayon and include a row of squares or rectangles to show how long the crayon is**
5. **Draw a row of six squares**

Assessment Item 3:

First Grade Unit Assessment

Name_____

Directions: Follow along and answer the questions as your teacher reads them aloud.

1. An object used for measuring is_____ unit(s) long.
    a. 3
    b. 1
    c. many
    d. 0
2. There are _____ units displayed below.

3. How long is the pencil? _____.

4. This crayon measures eight units long. Draw a picture showing the units..

5. Using the tiles at your desk measure across your paper and write a sentence below stating how many units the paper is.

Rubric:

1. 1 unit
2. 3 units
3. 7 units
4.

5. My paper is 8 units long.

Mastery 4/5