Curriculum Sample Template
Max. 8 Pages

Grade Level	1st grade	**Content Area**	Math
Course Title (grades 9-12 Only)			
Length of Unit	4 days	**Time of Year**	1st Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Prior knowledge should be discussed before entering into the place value lesson. This will set the stage for the upcoming transition into addition and subtraction of double digit numbers and the place value chart up to ten. During this discussion, students will be encouraged to make connections from their prior knowledge of addition and subtraction of one digit numbers while gradually increasing to two digit numbers. The teacher will model this process while helping the students make the connections. After the introduction of what the students will be learning and practicing the teacher will lead the students in counting by tens to 100. Students will have the ability and knowledge of how to add, subtract, and use the place value chart.		
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.*	The focus of this mini-lesson plan on place value will conclude with the students feeling confident in adding, subtracting, and using the place value chart up to 90. This unit allows the students to see and become aware of how the place value chart works by adding ten ones to equal one ten. The students will learn how to add and subtract numbers using the place value chart to help them comprehend the process before allowing them to work more independently through this process.		
Standard Number and Description *List the Number* and full description for the required Standard.*	1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method an explain the reasoning used.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate*	Summative Assessment will be a five question assessment demonstrating the scholar's ability to subtract in multiples of 10 by using concrete drawings and place value. Each scholar will demonstrate mastery of the standard by demonstrating their reasoning in a written format. Each		

mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.	question is worth 20 points for a total of 100 points. 80 points indicates mastery.
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 consist of five questions. The assessment is worth 100 points. Each question will be worth 20 points. A score of 80 points will result in the scholar's ability to master the standard. A score below 80 will result in the teacher re-teaching the standard and re-assessing the scholar.
Materials/Resources Needed	Base ten blocks Numbered cards Sorting objects (buttons, toys, etc.) Place Value Chart Cups Tens and Ones Chart White boards Dry erase makers Marshmallows Tooth picks Apple Jacks cereal (red and green O's)

* ***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**
Day 1	Place Value- To begin the lesson the teacher will review the place value chart with the help of the base ten blocks. Students will then be shown cards with numbers up to 90 on them, while the teacher asks students to tell him/her how many tens and how many ones are in each number. Once the students demonstrate their comprehension of using the place value chart and a good understanding of the amount of ones and tens in random numbers, they will move on to a hands-on activity with a partner to further their understanding.	Students will place various numbers into the tens/ones place value chart together on the white board as a review. When students demonstrate their understanding of the place value concept, students will be partnered up to practice this activity. Students will be each given five numbered cards, a place value chart (tens/ones), and a cup containing either buttons or small toys (to use as counters). While partnered up, one student will show the other a numbered card. That student will then illustrate the number using the buttons or toys from the cup in each category such as 12 would be 1 item in the tens column and 2 items in the ones column. The child would then write the number in the space provided and write how many items which were placed into each column of the place value chart. This activity would end when both students completed their charts and used up all of their numbered cards.
Day 2	Addition- To begin the lesson, students will count by tens to one hundred. The students will explain how the numbers got bigger and why. Students will then add two one digit numbers together and explain how the sum came to be. Students will use their own white boards and dry erase markers to practice their addition by working five different addition problems before being introduced into working with two digit numbers.	Students will work collaboratively as a class by working the addition problems on their own white boards and holding up their boards for the teacher to check their answers and comprehension of addition. Once the students show confidence in their one digit addition ability they will continue this white board activity and move into the new concept of adding two digit numbers. If a student does not answer the problem correctly the teacher will come to that student and work the problem with them until they understand and are able to work the problem. At this time the problems will consist only of two digit numbers ending in zero such as 20 +30 = 50.
Day 3	Subtraction-	Students will work collaboratively as a class using their own white boards and dry erase markers to subtract one digit numbers, then

	To begin this lesson, the students will count to 100 by tens, while the teacher writes these numbers on the white board for the students to reflect back to when needed. The students will be asked to use their white boards and dry erase markers to work five one digit subtraction problems and explain what happened to the minuend when the subtrahend was subtracted. The students will then work five two digit addition problems as they did the day before. When the students show confidence in both the subtraction of one digit numbers as well as with the addition of two digit numbers, they will try their hand at subtraction of two digit numbers.	as a quick refresher add two digit numbers before moving on the new concept of subtracting two digit numbers. The students will work the problems out independently and hold the board up for the teacher to check for comprehension. If a student is having a difficult time, the teacher will work with that student until that student has shown a good understanding of the concept. At this time the problems will consist only of two digit numbers ending in zero such as 40 – 20 = 20.
Day 4	Tying it all together- Teacher will review the place value chart along with the reasons why it is used. Together the teacher and students will work three double digit addition and subtraction problems. Teacher will explain how the students will use their own marshmallow place value chart. Teacher will circulate the room to check for comprehension. To close the lesson, students will be given a ten question test over double digit addition, double digit subtraction, and using the place value chart.	The students will be each given a place value chart (tens/ones), two marshmallow, two toothpicks, nine red and nine green cereal O's. The students will be instructed to illustrate numbers up to 90 on their marshmallow place value chart and to write in the amount of cereal O's used in each column. Students will then practice their addition and subtraction of two digit numbers before beginning their assessment.

Paste Summative Assessment Here:

Name_____

1. **Solve the following equation by drawing ten blocks to represent the equation and solution.**

   20 -10 = _____

2. **Solve the following equation using the place value chart below.** (20 points)

   50 – 20 = ____

TENS	ONES

3. **Select the appropriate representation of the following equation using place value** (20 points)

   90– 50 = _____

   a. **9 – 5 = 4**
   b. **9 10s – 5 10s = 4 10s**
   c. **5 tens – 9 tens = 4 tens**
   d. **40**

4. **Solve the following using a strategy of your choice and explain your reasoning. Write the equation to fit the scenario** (20 points)

Sally baked thirty cupcakes for her class and they ate ten of them. How many cupcakes are left?

5. **Write and solve a problem to fit this equation. 70 – 20 = _____. Show your work**

Paste Answer Key/Scoring Rubric Here:

First Grade Math Assessment Rubric

1. **Solve the following equation by drawing ten blocks to represent the equation and solution. (20 points)**

   20 -10 = _____

   Students must draw 2 rows of 10 blocks - 1 row of 10 blocks = 1 row of 10 blocks

2. **Solve the following equation using the place value chart below.** (20 points)

   50 – 20 = ____

TENS	ONES
5	0
2	0
3	0

3. **Select the appropriate reasoning of the following equation using place value** (20 points)

   90– 50 = _____

   a. **9 – 5 = 4**
   b. **9 10s – 5 10s = 4 10s**
   c. **5 tens – 9 tens = 4 tens**
   d. **40**

4. **Solve the following using a strategy of your choice and explain your reasoning using properties of addition and subtraction. Write the equation to fit the scenario** (20 points)

Sally baked thirty cupcakes for her class and they ate twenty of them. How many cupcakes are left?

60 - 40 = 20

I know that 4 + 2 is 6; so four 10s + two 10s is six 10s so 60-40=20

5. **Write and solve a problem to fit this equation. 70 – 20 = _____. Show your work (20 points)**

Full points will be awarded if the students write a logical scenario to fit the equation. The correct answer must be 50

Total assessment 100 points. 80 points indicates mastery