Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Math
Course Title (grades 9-12 Only)			
Length of Unit	One week (4 days)	**Time of Year**	3rd quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Student will understand numbers, ways of representing numbers, relationships among numbers, and number systems. Students will understand the meaning of operations and how they relate to one another. Students will be able to compute fluently and make reasonable estimates.		
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.*	Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.		
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 (e.g., 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.*	The summative assessment will determine if each scholar has mastered the standard of composing and decomposing numbers from 11 to 19 into tens and ones. The scholar will represent numbers from 11 to 19 using drawings and place value. They will demonstrate mastery by understanding that numbers are composed of groups of 10 plus ones, twos etc. and be able to write and solve equations using place value and properties of addition		

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 is a five question assessment worth 10 points. Each correct answer is worth 2 points for a total of 10 points. 8 points indicates mastery of the standard. A score below 8 points requires the teacher to reteach the lesson to the scholar and re-take the assessment until a score of 8 is achieved.
Materials/Resources Needed	Teacher: Mimio, projector, computer, bucket of animals, number bingo, yarn, notecards, colored markers, chart paper, base ten rods, www.starfall.com for numbers Student: ten counter discs, bingo discs, stickers, markers, paper, crayons, pencils,

* ***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	**Anticipatory Set:** Gather students into a circle. Hand each scholar a card with a number from 11 to 19. Ask each child to name the number on their card. **Lesson:** Teach the scholars how to represent a numeral from 11 to 19 by drawing pictures or symbols to represent a one to one correspondence. Use the projector and mimio to interactively teach this lesson. The teacher will display a number and ask the scholars use the special marker to draw circles representing the number on the board. When the drawing is complete each child will check their	• Scholars will read and name the number on their card • Scholars will individually come to the interactive white board and draw circles or pictures to represent the number that is displayed. They will check their answer by uncovering the shaded answer. • Scholars will participate in each of the four activity table. **Table 1**: Number bingo. **Table 2**: Teacher reteach or provide enrichment to small groups or individual scholars **Table 3**: Make a flip book where the scholars will write a number in one box and draw a representation of the number in the second box using crayons

	answer by uncovering the shaded answer. Each scholar will take a turn using the interactive white board. The teacher will ask the scholars to get into their learning groups and complete the activity at each station. The scholars will rotate around four activity tables practicing one to one correspondence. Teacher will work with each group to reteach mastery of one-to-one correspondence. **Closure:** Mini assessment: Each scholar will receive a notecard with a number from 11 to 19 on it. They will use the card of stickers on their table to place the appropriate number of stickers to represent a one to one correspondence of the number on their notecard.	**Table 4:** Complete a matching worksheet where the scholars match the numbers 11 to 19 with pictures using one-to-one correspondence. • Take the mini-assessment
2	**Anticipatory Set:** Hand each scholar a notecard with a number from 11 to 19 written on it. Call on three scholars to draw a representation of their number on the white board. **Lesson: Small group instruction.** Ask students to get into learning groups. Teach the scholars' base ten where objects can be grouped into one set of ten plus ones. Use the interactive white board to group objects into one group of ten and one, two, three, four, five, six, seven, eight, nine Teacher will teach scholars how to write the number after they group the objects. Teach scholar the meaning of "teen". Write the word teen on the board to demonstrate "teen" means one ten and ones. Explain eleven and twelve are special numbers and do not fit the "teen" rule. **Closure:** Call state one new thing they have learned today	• Each scholar will receive a notecard with a number on it. Look at the number and be prepared to draw a representation of the number • Scholars will rotate throughout all groups: Group 1: Computer time reviewing one – to-one correspondence on www.starfall.com math Group 2: Instruction from teacher. Practice grouping using the interactive white board. Group 3: Work with a partner to use the farm animals or counting discs to make one group of ten plus ones. Each student will be given to pieces of yarn to make two circles. Objects will be grouped using yarn to distinguish groups. They will select the appropriate number card to match the yarn groupings. • Students will state what they have learned to the class

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Anticipatory set: Review grouping objects into groups of ten plus one. Have three or four scholars to explain this concept.

Lesson: Students will get into their learning groups. Teach scholars to use the base ten blocks to represent numbers. Each student will learn to write the number in groups of “tens” and “ones” and record the number on a chart.

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<tr><td>TENS</td><td>ONES</td></tr>
<tr><td></td><td></td></tr>
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Teacher will teach in small groups. Each scholar will write a number equation representing the number is equal to a group of ten plus ones. Ex. 15 = 10 + 5 and be able to explain this representation means one group of ten plus five

Scholars will work with a partner to complete 10 practice questions

Closure: The teacher will review all concepts learned this week. Call on scholars to orally answers review questions. Collect practice sheets

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- Participate in a group discussion about composing numbers by grouping into groups of 10 plus numbers 1 to 9.
- Observe the teacher in small groups for instruction using place value.
- Scholars will write the number equations at the desk and use the place value chart to compose and decompose numbers.
- Some scholars may still need to group the numbers by using counting objects.
- Work with a partner to complete the practice sheet.

- Students will also explain the decomposition of numbers orally to their partner

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<td>4</td>
<td>Teacher will assess all scholars in their learning groups.</td>
<td>Give each scholar the assessment</td>
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Paste Summative Assessment Here:

Kindergarten Assessment

Name _____

1. **Draw circles to represent the number 13**

2. **Group the above diagram into "tens" and "ones" by drawing a rectangle around the circles to represent the "tens" place value and "ones" place value**

3. **Complete the following chart to represent the number 17**

Tens	**Ones**

4. **Write an equation to represent the number 11.**

5. **Use text to represent the meaning of the number 15**

Paste Answer Key/Scoring Rubric Here:

Kindergarten Math Assessment Rubric

1. **Draw circles to represent the number 13 (2 points)**

   Students will draw 13 circles

2. **Group the above diagram into "tens" and "ones" by drawing a rectangle around the circles to represent the "tens" place value and "ones" place value (2 points)**

   Students will draw a rectangle around 10 circles in the above diagram

3. **Complete the following chart to represent the above number 17 (2 points)**

Tens	Ones
1	7

4. **Write an equation to represent the number 11 in" tens" and "ones" (2 points)**

   10 + 1 = 11

5. **Use text to represent the meaning of the number 15 (2 points)**

   Fifteen equals one group of tens and five ones
   15 = 10 + 5

Total of 10 points. Mastery indicates a score of 8