Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Mathematics
Course Title (grades 9-12 Only)	N/A		
Length of Unit	3 days + 1 day for the summative assessment	**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.*	Students will be able to: Count to 100 by ones and by tens. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. For any number 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Fluently add and subtract within 5. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 +1).		
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, to the skill sequence for Singapore Math, and to the 2010 AZ Math Standards. The domain of Numbers and Number Sense (CK) and Number and Operations in Base Ten (CCSS) will be taught at the Kindergarten grade level. The skill of composing and decomposing numbers is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 Mathematics Standards (CCSS). The content knowledge of number and number sense is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade, and then further applied through Pre-Algebra and Algebra in 7th and 8th Grade. As described in the Program of Instruction, direct- instruction and 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. Prior to beginning instruction, the teacher will administer an aligned pre-test to assess student understanding, and use data from this to target individual students' needs throughout the unit. Students will individually graph their results on both the pre- and post-tests, and graph their results in an individual portfolio, which serves as a visual representation of their progress towards their "Big Goal" in Math.		
Standard Number and Description *List the Number* and full description for the required Standard.*	K.NBT.1 Work with numbers 11–19 to gain foundations for place value. 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*	At the end of this unit, students will compose and decompose numbers to 19. Then, the teacher will give each student a copy of the summative assessment. It will include 7 questions worth a total of 10 points. Students will listen as the teacher gives directions, and then respond on their test.		

summative assessment must be attached to the curriculum sample.	
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.*	Items will be scored according to the answer key. Grading for the assessment will be based on the following scale: 0-4= Falls Far Below; 5=Approaching; 6-7= Meets; 8-10= Exceeds. According to our program of instruction, 80% will indicate mastery. Thus, a score of 8, 9, or 10 points will indicate mastery of this standard.
Materials/Resources Needed	Primary Mathematics Kindergarten B TE; Textbook, colored counters, magnetic manipulatives, Advanced organizers as described in lesson, dry erase marker sets, colored connector cubes, colored beads and strings.

Lesson (add as needed)	**Instruction** **TW= Teacher will; SW = Student will; TPS= Think, Pair, Share; INM = Introduction to new material; CFU = Check for understanding; GP= Guided practice; IP = Independent practice**	**Student Activities**
1	**Activation of Prior Knowledge:** TW review sorting items by color. TW pass out red and blue counters. TW give the sentence structure: "This is a group of _____ _____ (blue/ red counters). TW read the student objective aloud. **Objective:** Students will demonstrate knowledge of two digit numbers by verbally decomposing numbers when stating a given number as a group of ten and remainders. **Student Friendly Objective:** I can group ten objects together. I will use my words to tell how many groups and how many I have left over. **INM:** Key Points: 1. Two digit numbers are grouped by one set of ten. 2. When a two digit number is decomposed it is made of groups of tens and remainders. **Modeling:** TW demonstrate how to sort by ten, and find remainders. TW verbalize a think aloud while modeling how to circle items into a group of ten. For example: TW have fourteen objects on the board, circle ten of the fourteen objects as one group, and then explain that the left over four objects become the remainder. TW model sentence frame: "There is 10 and 4." TW use and repeat this sentence frame throughout	SW sort items based on color. SW use sentence frame to describe their completed sorts. SW repeat the objective and ask questions for clarification. SW repeat the sentence frame: "There is 10 and _____." For example, "There is 10 and 3," if the number is 13. SW participate in TPS to discuss grouping of objects. SW group manipulates, complete sentence frames, and then check their answers against teacher completed problems.

	the lesson. **Guided Practice:** TW break students into small groups and guide them in practicing making groups of tens with given objects. TW CFU by scaffolding as he/she walks around the different groups listening and modeling accurate sentence framing. **Independent Practice:** TW assign page 21 in the student textbook, where the students will practice grouping ten items and completing the sentence frames. TW scaffold for the remediation group until they successfully complete the given activity. Remediation Group (RG)- TW review page 21 and scaffold completion of page 22 in workbook with group emphasizing on using pictures to reinforce identification of tens. This will strengthen the understanding of place value. Practice Group (PG)- SW compare answers with a partner and correct answers on page 21. Once completed, TW direct students to complete page 22 independently. TW observe students after finishing with remediation group. TW move students to the Extension Group with successful corrections of pages 21 and 22. Extension Group (EG)- TW direct students to independently complete page 22. This activity will show mastery of number sense and the correlation to place value. **Assessment:** TW use the independent practice to informally assess all students to determine proficiency of the objective. **Closure:** TW gather students back to their seats and initiate discussion of summarizing learning as related to the student objective.	SW discuss and verbalize their findings according to groups of a ten and remainders. This will allow students to build a firm foundation in beginning concepts of place value. SW complete page 21 which will show knowledge of place value by identifying groups of ten within a given number between the digits of 11-19. SW work on differentiated activities based on mastery level of assigned workbook page. Students completing four problems correctly will benefit from an extension group. Students who complete two or three problems correctly will benefit from a practice group. Students who complete one or less correct answers will benefit from a remediation group. (RG)SW follow along and focus on pictorial representation of addition of tens. SW will move to Practice Group upon successful completion of page 22. (PG) SW correct answers on page 22 with partner. SW complete page 22 independently and compare answers with a partner. SW move to Extension Group with direction from teacher. (EG)SW complete page 22 where they will show comprehension of decomposing numbers by separating the tens from ones. Once finished they will use manipulative to challenge peers in the EG to make groups of tens and verbalize by using the given sentence frame. SW self-reflect if they met the objective of grouping tens and verbalizing the reasoning behind the grouping.
2	**Activation of Prior Knowledge:** TW review magnetic objects in groups of tens on the white board as a whole group. SW discuss the answer at their table and one student will come up to board and circle the groups. TW read the student objective aloud. **Objective:** Students will demonstrate application of number operations by constructing a model representation and written number of a given two digit number.	SW use the sentence frame from day 1 as they come up to the board to explain their problem. SW review the skills of identifying groups of ten within a two digit number. SW repeat the objective and ask questions for clarification.

	Student Friendly Objective: I can use objects to show a group of ten. I will use my words to tell how many groups and how many I have left over. **INM:** Key Points: 1. Two digit numbers are broken into groups of tens. 2. When a two digit number is decomposed it is made of groups of tens and ones.	
	Modeling: TW demonstrate how to construct a model to represent a two digit number according place value. TW use connector cubes to show a group of tens and then use a different color of cube to represent the ones. TW demonstrate counting to ten, using one color cubes, and then counting up to the number using a different color cube. TW perform a think aloud to verbalize that the first color is a group of ten, while the second color represents ones. For example: TW have the number fourteen written on the board. TW count to ten connecting red cubes. Once the teacher reaches ten blocks, the TW get blue cubes and begin counting on four ones...11…12…13…14. TW will use the sentence frame: "I have one group of ten and 4 ones." TW draw attention to the two different colors representing the group of tens and the group of ones. TW repeat several times using various numbers.	SW chorally count the blocks as the blocks are being joined to represent a given number. SW repeat the sentence frame. SW practice the strategy of starting with a group of tens and counting on by ones. This will show knowledge of the differences of place values.
	Guided Practice: TW break students into small groups and guide them in practicing completing the advanced organizer by making groups of tens and ones with cubes and then recording data on a tens and ones t-chart. TW distribute advanced organizers and dry erase supplies to each student. (Advanced organizers will be a document with the sentence frame typed on it and have a T-chart for students to draw in the blocks of tens and ones. The organizer should be placed in a plastic sleeve for write and wipe use.) TW give the students a two digit number, such as 18. TW direct students to create a representation using cubes and complete the organizer. TW circulate the classroom reviewing organizers to CFU and mastery of concept. TW verbally tell students how many tens and ones are in the given number. TW listen to students as they articulate their answers.	SW use manipulatives to create to given number, and then complete advanced organizer. This will show if the student is able to apply their knowledge of place value and number operations.
	Independent Practice: TW assign page 23 in the student textbook, where the students will practice filling in a tens and ones chart based on a graphic representation of the number.	SW complete page 23, which will show knowledge and comprehension of counting groups tens and ones. SW work on differentiated activities based on mastery level of given workbook page. Students completing

	(RG)- TW review page 23 and scaffold completion of page 24 in workbook with group emphasizing on using pictures to reinforce difference of tens and ones by grouping. This will strengthen the understanding of place value. Practice Group (PG)- TW direct students to correct answers on page 23 with a partner. Once completed, students will complete page 24 independently. TW observe students after finishing with remediation group. TW move students to the Extension Group with successful corrections of pages 23 and 24. Extension Group (EG)- TW direct students to complete page 24 independently. Once finished they will verbally give a peer a two digit number to decompose into tens and ones. This activity will show mastery of number sense and the correlation to place value. **Assessment:** TW use the independent practice to informally assess all students to determine proficiency of the objective. **Closure:** TW gather students back to their seats and initiate discussion of summarizing learning as related to the objective.	four or five problems correctly will benefit from an extension group. Students who complete three problems will benefit from a practice group. Students who complete two or less correct answers will benefit from a remediation group. (RG)SW follow along and focus on pictorial representation of grouping of tens. SW will move to Practice Group upon successful completion of page 24. (PG)SW compare answers on page 23 with a partner. SW independently complete page 24 to show mastery of groups of tens and ones. SW move to Extension Group with direction from teacher. (EG)SW complete age 24 to ensure mastery of concepts. SW verbalize numbers for a peer to decompose and answer peers. SW self-reflect if they met the objective of differentiating between the group of ten and the remaining items or ones..
3	**Activation of Prior Knowledge:** TW guide students to string beads on a string to represent groups of tens and ones using the skills practiced in Days 1 and 2. TW encourage use of sentence frame for describing the number. TW read aloud the student objective. **Objective:** Students will demonstrate analyze two digit numbers by distinguishing the difference between tens and ones through verbal and written representations. **Student Friendly Objective:** I can show and tell the difference between tens and ones with pictures and numbers. **INM:** Key Points: 1. Numbers greater than 9 can be decomposed visually and written. 2. Numbers between 11 and 19 have a group of tens and ones that are no greater than 9. **Modeling:** TW use blocks to compose a group of ten from 11-19 cubes with two different colors. TW model using a think aloud to verbalize the change in the sentence structure. There are _____ tens and _____ ones.	SW create a string of beads of two colors with groups of tens and ones. SW use the sentence frame to show understanding of decomposition if a two digit number. SW repeat the objective and ask questions for clarification. SW chorally count the blocks as the blocks are being joined to represent a given number. SW repeat the sentence frame. SW join in question answer presented by teacher on why two colors were used. SW practice the strategy of starting with a group of tens and counting on by ones.

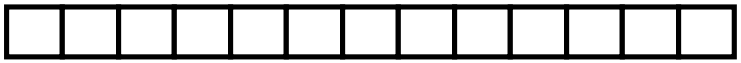
	For example: TW have the number fourteen written on the board. TW gather blocks from a large pile, count to ten connecting red cubes. Once the teacher reaches ten blocks, the TW get blue cubes and begin counting four ones. TW then use the sentence frame: I have one group of ten blocks and 4 ones. TW draw attention to the two different colors representing the group of tens and the group of ones. TW repeat several times.	This will show knowledge of the differences of place values.
	Guided Practice: TW break students into small groups and guide them in practicing making groups of tens with given objects using the sentence frame. This procedure of applying and analyzing numeric operations will be repeated until the groups show mastery of the concepts by verbalizing correct sentence frames.	SW repeat the sentence frame: "There is 10 and _____. That is the same as ____ tens and ____ ones. This represents the number _____." SW participate in TPS to discuss grouping of objects. SW group manipulates, complete sentence frames, and then check their answers against teacher completed problems.
	Independent Practice: TW assign page 27 in the student textbook, where the students will identify ten items in a set with a number greater than 10. TW check that students are able to decompose two digit numbers and then compose to formulate the answer. TW scaffold for the remediation group until they successfully complete the given activity. (RG)- TW review page 27 and scaffold completion of page 28 in workbook with group emphasizing on using pictures to reinforce identifying groups of tens and ones by coloring. This will strengthen the understanding of place value. Practice Group (PG)- TW direct students to correct answers on page 23 with a partner. Once completed, students will complete page 24 independently. TW observe students after finishing with remediation group. TW move students to the Extension Group with successful corrections of pages 23 and 24. Extension Group (EG)- TW direct students to complete page 24 independently. Once finished they will verbally give a peer a two digit number to decompose into tens and ones. This activity will show mastery of number sense and the correlation to place value.	SW complete page 27 which will analysis of decomposing and composing two digit numbers by differentiating between the tens and ones. SW work on differentiated activities based on mastery level of given workbook page. SW work on differentiated activities based on mastery level of given workbook page. Students completing four or five problems correctly will benefit from an extension group. Students who complete three problems will benefit from a practice group. Students who complete two or less correct answers will benefit from a remediation group. (RG)SW follow along and focus on pictorial representation of grouping of tens. SW will move to Practice Group upon successful completion of page 28. (PG)SW compare answers on page 27 with a partner. SW independently complete page 28 to show mastery of groups of tens and ones. SW move to Extension Group with direction from teacher. (EG)SW complete age 28 to ensure mastery of concepts. SW verbalize numbers between 20 and 99 for a peer to decompose and answer peers.
	Assessment: TW use the independent practice to informally assess all students to determine proficiency of the objective.	
	Closure: TW gather students back to their seats and initiate discussion of summarizing learning as related to the objective. TW guide discussion and review of all student objectives throughout the unit.	SW participate in discussion topic. This will help solidify knowledge and application of place value when composing or decomposing a two digit number.

Kindergarten Summative Assessment

Name: _____ ***Date*** _____

K.NBT.1 Work with numbers 11–19 to gain foundations for place value.
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.

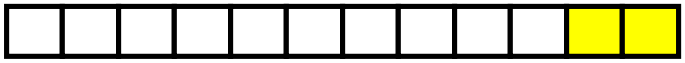
Use 2 colors to show the difference between the tens and ones and fill in sentence.



1. 10 and _____

(2pts)

Use the picture to fill in the tens and ones on the chart.



2.

tens	ones

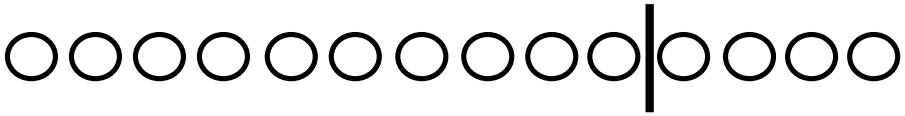
(2pts)

Complete the sentences below.

3. 10 and 5 is _____ 4. 10 and 8 is _____ 5. 10 and 3 is _____ 6. 10 and 1 is _____

(4pts)

Use the picture below to complete the sentence.



7. The circles show _____ group of ten and _____ ones

Answer Key/Scoring Rubric:

1. 10 colored and 3 with a different color (1pt) / 13 (1pt)
2. 1 in tens (1pt) / 2 in ones (1pt)
3. 15 (1pt)
4. 18 (1pt)
5. 13 (1pt)
6. 11 (1pt)
7. 1, 4 (2pts)

Score: _____/10 Grading Scale: 0-4 points= Falls Far Below; 5 points= Approaches; 6-7 points= Meets; 8-9 points= Exceeds