Grade Level	Content Area	Course Title (for 9-12 Samples Only)	Unit Title
Kindergarten	Algebra		Putting everything together.

Length of Unit	Time of Year Taught	Expected Prior Knowledge
1 Week	1st Quarter	Understanding of number quantities and words such as more and less.

Unit Description

Summary:
Students will be able to tell a story about going to the grocery store and explaining situations based on adding and subtracting numbers. The students will be interpreting adding and subtracting expressions. They will be using manipulatives and real world problems to demonstrate a variety of adding and subtracting problems. The students will show the expression by drawing, writing the numerical expression and express them orally. The students will work collaboratively to complete the tasks and activities in centers. The small group instruction will be done through flexible grouping. The instructor will monitor the progress of the students and adjust the groups when necessary.

Standards:	Operations and Algebraic Thinking Cluster: Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from. Standard: Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Summative Assessment	Assessment will be based on student's ability to solve problems in a written exam. Students will be given 4 problems in which they will use their knowledge of adding and subtracting numbers. A copy of the summative assessment/answer key (scoring rubric) is attached.
Scoring for Summative Assessment	Mastery = 16/20 or higher. A copy of the answer key/scoring rubric is attached. Remediation students given more time.
Materials/Resources Needed	Crayons Base ten blocks Projector Blank Paper Markers Paper cut outs of variations of food (fruits and vegetables)

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Teacher will place students in groups of three and give each group an envelope filled with pictures of different vegetables and fruits. Each picture has seven duplicates. The teacher will tell students to sit as a group and explain the directions. The teacher will ask students to pull out the exact number of food items that has been asked. The teacher will practice these directions. The teacher will then ask students to pull out five apples and three carrots. The teacher will ask how much food is their out? The teacher will then ask to place these fruits and vegtables back into the envelope. The teacher will then ask to pull out one apple and three strawberries. Again	Teacher will place students in groups of three and give each group an envelope filled with pictures of different vegetables and fruits. Each picture has seven duplicates. The teacher will tell students to sit as a group and explain the directions. The teacher will ask students to pull out the exact number of food items that has been asked. The teacher will practice these directions. The teacher will then ask students to pull out five apples and three carrots. The teacher will ask how much food is their out? The teacher will then ask pair one carrot to an apple and place them in the envelope. Then ask the students how many apples they have left? The teacher will then ask to pull out one apple and three strawberries. Again ask questions to how much food it out. The teacher will then ask to match as many pairs as possible and place them in the envelope and ask how much is left? The	Teacher will have an addition sign and a subtraction sign on the board. Teacher will ask students questions about what happens when we use a plus sign and what happens when we use a subtraction sign. Teacher will give students paper, markers and base ten blocks. Teacher will have five different expressions on the board using colored blocks. The expressions are lettered to which problem they are going to be doing first. Teacher will go through each letter individually and monitoring the room for struggling students. The teacher will ask the students to pull out the number of blocks in the expression on the board and place in front of them. Teacher will then ask students to draw the blocks on the piece of paper and using the knowledge of the addition sign to say how many we have of	Teacher will tell a story to the students using pictures that the teacher drew on paper and mathematical sentences above each picture. The story is about going to a grocery store and adding and subtracting different items of food. The teacher then asks students for other examples of foods at the store, placing them on the whiteboard for all students. The teacher then explains the directions of creating their own story using addition and subtraction. Teacher explains to the students that they have to create a story using pictures and written numerical sentences of at least 3 different	Teacher will ask students to have their stories on their desk. Teacher will have different colored line colors on the board much like an addition or subtraction problem. Teacher will ask students to answer these expressions in groups of three. The teacher will then ask students to share their stories to their group of three and teacher will monitor the groups and then ask to pick one story from each group to share to everyone. Each group will share their story and the teacher will ask questions about each story. The teacher will then give the students their summative assessment.

	ask questions to how much food it out. The teacher will end the fruit and vegetable task by asking the students to take out three bananas and two berries and then five tomatoes and three onions. Asking the students how many of each type of food they have out of the envelope. The teacher will then collect the envelopes and draw on the board a blue circle and a red square. The teacher will then draw five red squares a plus sign and three red squares. Asking the students how many squares are there in total? The teacher will then put the written number and explain that the students just added 6 + 3. The teacher will hand each student a blank paper and have them draw three blue circles a	teacher will end the fruit and vegetable task by asking the students to take out three bananas and two berries and then five tomatoes and three onions. Asking the students how many of each type of food they have out of the envelope and then to make pairs of only the same type of food and placing them in the envelope and how much of each type of food is left. The teacher will then collect the envelopes and draw on the board a blue circle and a red square. The teacher will then draw five red squares a subtraction sign and three red squares. Asking the students how many squares are there in total by creating pairs? The teacher will then put the written number and explain that the students just subtracted 6 - 3. The teacher will hand each student a blank paper and have them draw three blue circles a minus sign and two blue circles. Asking students how many circles are there of each and then to create pairs. Teacher will then ask students to write the numbers sentence that	each. Teacher will then ask to write the written expression over the colored blocks. After going through all five of the addition expressions the teacher will change the addition sign and place a subtraction sign and repeating the process over. The teacher will then ask the students to create their own addition and subtraction expression using the blocks, drawing the blocks and hearing the student explain what they created.	addition and subtraction situations. Teacher will monitor and instruct struggling students on how to start and finish. Giving feedback and examples. Teacher will explain to students they should practice their story for the next lesson because they will be telling their story to the class.	

	plus sign and four blue circles. Asking students how many circles are there of each. Teacher will then ask students to write the numbers sentence that they have added. Finally teacher will ask student to draw their own number sentence and explain what they did using written numbers. To check for quality teacher will ask each student to explain their sentence.	they have subtracted. Finally teacher will ask student to draw their own number sentence and explain what they did using written numbers. To check for quality teacher will ask each student to explain their sentence.			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Student will be in a group of three and be given an envelope with pictures and listens to the directions. Students will pull out the exact number of food items that has been asked. The student will practice these directions. The students will pull out five apples and three carrots.	Student will be in groups of three and be given each group an envelope filled with pictures of different vegetables and fruits. Student will listen to directions. Student will pull out the exact number of food items that has been asked. The student will practice these directions. The student will pull out five apples and three carrots.	Student will answer questions about what happens when we use a plus sign and what happens when we use a subtraction sign. Student will have five different expressions on the board that they will then create with base ten blocks. Student will go through each letter individually and solve each.	Student will listen to a story about going to a grocery store and adding and subtracting different items of food. Student is asked for examples of food. Student is asked to create their own story using addition and subtraction. Students will ask	Student will pull out story they created. They will be in a group of three and listen to everyone's story and express their own. They will then pick the best one to share for the class. Student will then take their summative assessment.

	The student will answer how much food is their out? The student will then pull out one apple and three strawberries. Again answer questions to how much food it out. The student will take out three bananas and two berries and then five tomatoes and three onions. The student will answer how many of each type of food they have out of the envelope. Student will answer how many squares are there in total? The student with a blank paper and draw three blue circles a plus sign and four blue circles. Answering how many circles are there of each. Student will write the numbers sentence that they have added. Finally student will draw their own	The student will answer how much food is their out? The student will then make a pair one carrot to an apple and place them in the envelope. Then answer how many apples they have left? The student will then pull out one apple and three strawberries. Again answer questions to how much food it out. The student will then match as many pairs as possible and place them in the envelope and ask how much is left? The student will take out three bananas and two berries and then five tomatoes and three onions. Answering how many of each type of food they have out of the envelope and then to make pairs of only the same type of food and placing them in the envelope and how much of each type of food is left. Students answer how many squares are there in total by creating pairs? Student will draw three blue circles a minus sign and two blue circles. Answering how many circles are there of each and then to create pairs. Student will write the numbers sentence that they	Student will draw the blocks on the piece of paper and use the knowledge of the addition sign to say how many we have of each. Student will then write the written expression over the colored blocks. After going through all five of the addition expressions the student will change the addition sign and place a subtraction sign and repeating the process over. The student will create their own addition and subtraction expression using the blocks, drawing the blocks and explaining to the teacher what they created.	questions and express concern when needed. Student will be ready to express story to class the next day.	

	number sentence and explain what they did using written numbers	have subtracted. Finally student will draw their own number sentence and explain what they did using written numbers.			

Summative Assessment

Answer each question with a picture and a number sentence. Each problem is worth four points.

1.) ☺ ☺ ☺ + ☺ ☺ ☺ ☺ =

2.) _ _ = _

3.) □ □ □ □ □ - □ □ □ □

4.) Draw your own addition problem.

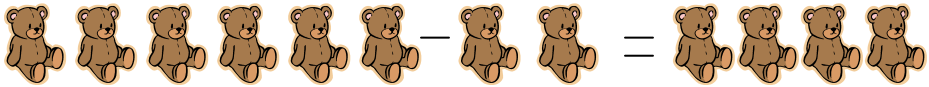
5.) Draw your own subtraction problem

Summative Assessment – Answer Key

Answer each question with a picture and a number sentence. Each problem is worth four points.

1.) (1 point)

3 +4 = 7 (3 points)

2.)  (1 point)

6 – 2 = 4 (3 points)

3.) ☐ ☐ ☐ ☐ ☐ - ☐ ☐ ☐ ☐ = ☐ (1 point)

5 – 4 = 1 (3 points)

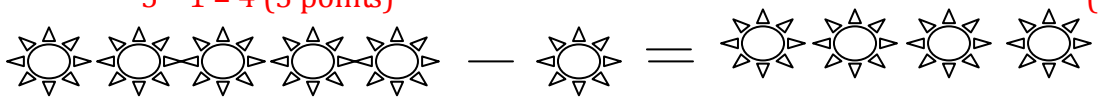
4.) Draw your own addition problem.

(1 point)

6+4=10 (3 points)

5.) Draw your own subtraction problem.

5 – 1 = 4 (3 points)

 (1 point)