Grade Level	**1**	**Content Area**	**Mathematics (K – 8)**
Course Title (grades 9-12) Only			
Length of Unit	1 week	**Time of Year**	mid October
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students can: use operations' symbols, perform vertical/horizontal addition/subtraction, subtract all or "0", use picture clues, count on by 1s and 2s, relate addition/subtraction using a number line, manipulate numbers in fact families, perform subtraction to "10", interpret tally, bar, and picture graphs.		
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.*	Diagnostic Pretest, ability grouping, direct instruction, mastery-based learning, use of manipulatives At Risk and Physically Impaired · use models and tools to aid in comprehension Concepts to be taught: Base 10 to 100, different ways to express numbers		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 1 Domain: Numbers and Operations in Base Ten (NBT) - 1.NBT.6 Cluster: Use place value understanding and properties of operations to add and subtract Standard: #6 – Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero difference), 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 and 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 mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample*	The Summative Assessment will be a 10 question test including: writing numbers forward and backwards by 10s to100, identifying missing 10s in forward /backward number lines, adding/subtracting sets of 10s		
Scoring Scale and Mastery Level	School grading scale as follows: 20 problems @ 5 points each = 100 points = 100% 94% - 100% = A 87% - 93% = B **<u>80 points (80%) = Mastery of Standard -1.NBT.6</u>** 80% - 86% = C 70% – 79% = D Needs remediation - 69% - 0% = Needs remediation		
Materials/Resources Needed	Harcourt Math – Problem solving and Reading Strategies workbook – Base 10 cubes, white boards, Hundreds Chart		

Lesson (add as needed)	Instruction	Student Activities
1	***Lesson 1 Objective: I can count and write numbers by 10s to 100.***	
	1 - Teacher welcomes students to class and states the day's posted objective.	Students repeat the objective.
	2 - Teacher presents a Hundreds Chart with multiples of ten highlighted asking students to think why some numbers are highlighted, then sharing their thoughts with their "shoulder partner".	Students share ideas with a partner.
	3 - Teacher holds a brief class sharing of what they see.	Students participate in class discussion.
I Do	4- Teacher explains multiples of 10s while pointing to Hundreds Chart then explains the same concept transferring it to a 10s number line illustration on the whiteboard.	
	5 - Using the number line, the teacher reviews counting forward and back on the 10s number line.	Students count forward/backward by 10s as teacher points to numbers on the number line.
We Do	6 - Teacher distributes large index cards with multiples of 10s to several students randomly and has them align themselves in order from 10-100 at the front of the classroom.	Several students form a forward 10s number line. All students count forward from 10-100 multiple times.
We Do	7 - Teacher redistributes index cards with multiples of 10s to remaining students randomly and has them align themselves in order from 100-10 at the front of the classroom.	Several more students form a backwards10s number line. All students count backward from 100-10 multiple times.
You Do	8 - Teacher removes a few index cards and redistributes cards ensuring all students have had a turn. These students form a number line with missing pieces. (Formative Assessment)	Students order themselves counting forward leaving holes for missing 10s. Students at their seats determine the missing numbers and record them on whiteboards.
We Do	9 - This activity can be repeated a few times for practice in identifying missing numbers in forward/backward counting.	
	10 - Teacher reviews orally counting forward and backward by 10s to 100.	Students count orally forward and backward by 10s.
	11-Teacher asks class to read today's objective. Class is dismissed.	Students read the objective and give a "thumbs up" if they can now meet the objective.
2	***Lesson 2 Objective: I will add numbers by 10s to 100.***	
	1 - Teacher welcomes students to class and states today's posted objective.	Students repeat the objective.
	2 - Teacher reminds students of yesterday's lesson by leading	Students count orally on a 10s number line.

	them in counting forward/backward by 10s to 100 using the number line.	
I Do	3 - Teacher tells students that today they will use objects to show the value of the 10s numbers. Teacher models by selecting three students to come to front of the room and hold up hands with 10 fingers splayed. Teacher then adds two more students to the group with fingers splayed and models writing 3 tens + 2 tens makes 5 tens on the white board. 4 - Teacher continues this model by next counting the students' fingers by 10s and writing 30 + 20 = 50 pointing out that there are two ways to write the problem for this scenario.	
	5 - Teacher directs student to fold a four-square paper for additional problems.	Students fold paper for additional problems.
We Do	6 - Teacher guides students to repeat the finger model problem above by selecting 2 students (20) + 2 students (20) and guiding students to record 2 tens + 2 tens = 4 tens and 20 + 20= 40 verifying answer by counting fingers in sets of 10.	Students record both ways to show numbers in first box of their four-square.
We Do	7 - Teacher provides another guided practice using different "performers" to show 2 tens + 5 tens with students recording answer two ways and counting fingers in sets of 10 to verify answer.	Students record both ways to show numbers in next box of their four-square.
You Do	8 - Teacher replaces counting fingers with counting base 10 rods or cubes and presents the problem 8 tens plus 1 ten for students to record.	Students record both ways to show numbers in next box of their four-square.
You Do	9 - Teacher presents problem 4 tens + 3 tens as a formative assessment.	Students record both ways to show numbers in next box of their four-square.
	10- Teacher leads class in re-reading the day's objective and class is dismissed.	Students read the objective and give a "thumbs up" if they can now meet the objective.
3	***Lesson 3 Objective: I will subtract numbers by 10s from 100.*** 1 - Teacher welcomes students to class and states today's posted objective.	Students repeat the objective.
We Do	2 - Teacher reviews yesterday's lesson by leading students in adding by 10s to 100 using Base 10 rods/cubes.	Students practice orally stating # of tens in addition problems teacher gives.
I Do	3 - Teacher models subtracting sets of tens by selecting three	

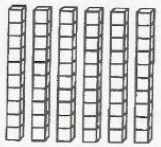
	students to come to front of the room and hold up hands with 10 fingers splayed. Teacher then sends two students back to their desks and models writing 3 tens - 2 tens = 1 ten on the white board.	
	4 - Teacher directs student to fold a four-square paper for practice with subtraction problems.	Students fold paper for additional problems.
We Do	5 - Teacher guides students to repeat the finger model problem above by selecting 2 students (20) - 2 students (20) and guiding students to record 2 tens - 2 tens = 0 tens and 20 – 20 = 0 recording problems two ways.	Students record both ways to show numbers in first box of their four-square.
We Do	7 - Teacher provides another guided practice using different "performers" to show 8 tens - 7 tens with students recording answer two ways and counting fingers in sets of 10 to verify answer.	Students record both ways to show numbers in next box of their four-square.
You Do	8 - Teacher replaces fingers with base 10 rods or cubes and presents the problem 4 tens minus 3 ten for students to record.	Students record both ways to show numbers in next box of their four-square.
You Do	9 - Teacher presents problem 8 tens - 7 tens as a formative assessment.	Students record both ways to show numbers in next box of their four-square.
	10- Teacher leads class in re-reading the day's objective and class is dismissed.	Students read the objective and give a "thumbs up" if they can now meet the objective.
4	***Lesson 4 Objective: I will add and subtract numbers by 10s to/ from 100 and explain my reasoning.***	
	1 - Teacher welcomes students to class and states today's posted objective.	Students repeat the objective.
We Do	2 - Teacher reviews yesterday's lesson by leading class in adding and subtracting by 10s using Base 10 rods/cubes.	Students participate in oral class review.
We Do	3 - Teacher provides workbook page of practice problems with graphic representations of sets of 10 items to add/subtract. Students work with a partner and are encouraged to verbalize what they are thinking as they solve the problem. Teacher circulates to assess progress on verbalizing their thinking.	Students complete a worksheet with a partner.
You Do	4 - Teacher provides class with additional problems in adding and subtracting using Base 10 rods/cubes. Students work on whiteboards that they hold up for teacher viewing. - Formative Assessment	Students solve problems on individual white boards.
	5 - Teacher asks students to explain the day's objective to their	Students explain objective to a partner.

	"shoulder partner" and class is dismissed.	
5 We Do We Do You Do	***Lesson 5 Objective: I will add and subtract numbers by 10s to/ from 100 and explain my reasoning.*** 1 - Teacher welcomes students to class and states today's posted objective. 2 - Teacher reviews the week's lessons by leading class in counting forward and backward by 10s. 3 - Teacher leads class in orally adding and subtracting by 10s using Base 10 rods/cubes. 4 - Teacher administers Summative Assessment to determine mastery. 5 - Teacher and teacher read the objective together. Class is dismissed.	Draw pictures to make place value number sentences. Group drills/ Board practice/ Students count orally forward /backward by 10s to 100. Students solve review problems orally, explaining their reasoning. Students take Summative Assessment. Students read the objective with the teacher and indicate "fist to five" how they think they did on their test.

Name Assessment

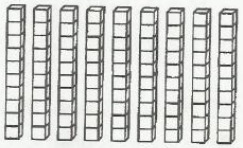
For 1–8, mark the one that tells how many there are.

1.



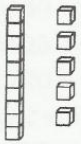
Ⓐ 10 ones = 1
Ⓑ 6 tens = 60
Ⓒ 5 tens = 50
Ⓓ 6 ones = 6

2.



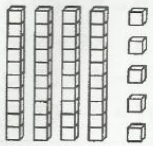
Ⓐ 8 ones = 8
Ⓑ 9 ones = 9
Ⓒ 8 tens = 80
Ⓓ 9 tens = 90

3.



Ⓐ 1 ten 5 ones = 15
Ⓑ 5 tens 5 ones = 55
Ⓒ 5 tens 1 one = 51
Ⓓ 6 ones = 6

4.

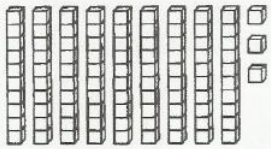


Ⓐ 4 tens 4 ones = 44
Ⓑ 4 tens 5 ones = 45
Ⓒ 5 tens 4 ones = 54
Ⓓ 5 tens 5 ones = 55

Go On

Name

5.

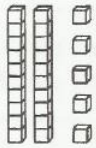


Ⓐ 3 tens 9 ones = 39
Ⓑ 8 tens 3 ones = 83
Ⓒ 9 tens 3 ones = 93
Ⓓ 9 tens 5 ones = 95

6.

Ⓐ 8 tens 7 ones = 87
Ⓑ 7 tens 8 ones = 78
Ⓒ 7 tens 0 ones = 70
Ⓓ 10 ones = 10

7.



Ⓐ 50 + 2 = 52
Ⓑ 20 + 5 = 25
Ⓒ 20 + 0 = 20
Ⓓ 2 + 5 = 7

8.

Ⓐ 90 + 7 = 97
Ⓑ 7 + 9 = 16
Ⓒ 70 + 9 = 79
Ⓓ 70 + 0 = 70

For 9–10, choose the closest estimate.

9. About how many can you hold in one hand?

Ⓐ about 0 Ⓒ about 50
Ⓑ about 5 Ⓓ about 100

10. About how many can you fit inside your shoe?

Ⓐ about 0 Ⓒ about 35
Ⓑ about 15 Ⓓ about 50

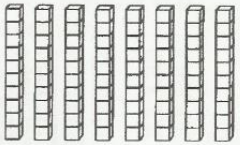
Stop

Name _____

1. Write how many tens. Then write the number.

___ tens = ___

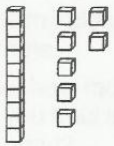
2. Write how many tens. Then write the number.



___ tens = ___

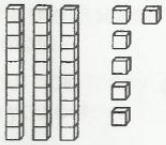
Write how many tens and ones there are. Write the number.

3.



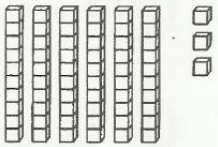
___ tens ___ ones = ___

4.



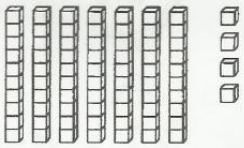
___ tens ___ ones = ___

5.



___ tens ___ ones = ___

6.



___ tens ___ ones = ___

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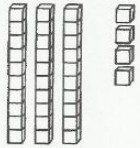
Go On

Name _____

7. Write how many tens and ones there are.

Write the number in a different way.

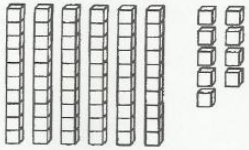


___ tens ___ ones = ___

___ + ___

8. Write how many tens and ones there are.

Write the number in a different way.



___ tens ___ ones = ___

___ + ___

9. Circle the closest estimate.

About how many can you hold in one hand?

about 20

about 100

10. Circle the closest estimate.

About how many can you carry?

about 6

about 60

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Stop

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Summative Assessment Key - for standard sample 1.NBT.6

Page/Question #/Answer

1/ 1/C
1/2/D
1/3/A
1/4/B
2/5/C
2/6/A
2/7/B
2/8/C
2/9/B
2/10/B
3/1/4tens=40
3/2/8tens=80
3/3/7,1,7=17
3/4/3,6,=36
3/5/6,3,=63
3/6/7,4,=74
4/7/3,4,=34 - 30+4
4/8/6,9,=69 - 60+9
4/9/about 20
about 6