Grade Level	**Kindergarten**	**Content Area**	**Mathematics (K-8)**
Course Title (grades 9-12) Only			
Length of Unit	3 days	**Time of Year**	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 must be able to: verbally count numbers 11 – 19 in sequence, count to tell the number of objects (one to one ratio), understand addition as putting together/adding on		
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 group learning according to understanding, Teach Concepts in Groups ELL - Words can be translated into math symbols; Practice using symbols At Risk and Physically Impaired use models and tools to aide in comprehension Concepts to be taught: counting, using manipulative, finding missing numbers on a number line. Direct/Mastery based instruction, board practice, partner oral drill and practice		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: K Domain: Numbers and operations in Base Ten (NBT) - K.NBT.1 Cluster: Work with Numbers 11-19 to gain foundations for place value Standard: #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 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*	Students will attain mastery of Common Core Standard K.NBT.1 by demonstrating their skills in identifying, reading orally, and determining the quantity of whole numbers 11-19 on the attached Summative Assessment. Students may answer the questions verbally under supervision or in writing.		
Scoring Scale and Mastery Level	School grading scale as follows: 5 questions @ 20 points each = 100 points =100% 94% - 100% = A **80 points = 80% Mastery of Standard K.NBT.1** 87% - 93% = B 80% - 86% = C 70% – 79% = D Needs remediation 69% - 0% = Needs remediation		

Materials/Resources Needed	Harcourt “K” workbook – practice worksheets counting cubes-crayons –buttons – jellybeans –object picture counting cards	
Lesson **(add as needed)**	**Instruction**	**Student Activities**
1 We Do I Do We Do	Lesson 1 Objective: **I can count, read and write numbers 11-19 using objects or pictures.** 1 - Teacher introduction, welcomes students to class, reviews counting, identification and quantity values of whole numbers 1-10. 2 - Teacher using direct instruction explains in detail that the whole numbers 11-19 do not follow a consistent pattern in the verbal counting sequence (explains while pointing to examples or illustration on the whiteboard). 3 – Teacher explains that numbers eleven and twelve are special number words and that the word "teen" means "One - "ten" plus "ones" 4 - Teacher further explains and models the verbal counting sequence for "teen" numbers is backwards. - We say the "ones" digit before the "tens" digit (Example: "25" reads tens to ones (twenty-five), but 16 reads "ones" to "tens" - (six-teen). 5 - With prompting and support, teacher asks the students to orally identify and count the whole number symbols 11-19 while saying the names of each whole number symbols 11-19 simultaneously. 6 - Teacher reinforces students’ skills by participating in an interactive discussion/question/answer period. 7 =- Teacher uses #6 to complete formative assessment to verify the students have a clear understanding of the lesson concepts and material presented and uses the results to determine whether the students require additional instruction, review or can proceed with the lesson. 8 - After observing and verifying the students have acquired a clear understanding of the material/concepts presented, the teacher has students practice counting, reading, and identifying the whole numbers symbols 11-19 on practice worksheets. 7 - Teacher reinforces the concepts and symbols learned by having the students form into pair to practice identifying the number symbols, reading them orally. 8 - Teacher continues instruction by modeling that teen numbers are one group of ten and extra ones.	Students practice listening skills and echoing teacher. With prompting and support, students identify teen number symbols 11-19 while saying the names of each whole number symbols simultaneously. Students practice their new skills by participating in an interactive discussion/question/answer period Students practice counting, reading, and writing the whole numbers symbols 11-19 on practice worksheets. Students work in pairs to practice counting, reading and writing the number symbols 11-19 using object picture cards. Student pairs practice counting out 11-19 jellybeans, straws or other objects and

	9 - Teacher has students practice writing teen number on white board and/or by completing practice worksheets. 10 - Teacher verbally reads the lesson objective and class is dismissed.	grouping them into sets of 10s and 1s. Students practice teen number writing on white board and/or completing practice worksheets.
2 I Do I Do We Do We Do You Do	Lesson 2 Objective: **I can build and break apart numbers from 11-19 by using objects or drawings on a tens frame.** 1 - Teacher welcomes students to class and reads the lesson objective aloud. 2 - Teacher briefly reviews lesson 1 and performs a verbal formative assessment of lesson 1 which verifies the students have mastered the lesson material up to that point. 3 - Using direct instruction, teacher models how to interpret the meaning of written numbers, which requires students to read the number and describe its quantity. (Example: Students read number 13 and describe thirteen as one group of ten and three ones). 4 - Using direct instruction, teacher models how to draw two 10 frames side by side showing #’s 11-19. 5 - Using buttons the class completes a practice worksheet requiring them to count, read and describe the quantity value of the numbers 11-19. 6 - Teacher continues providing practical examples of how to count 11-19 objects, to make one group of ten and extra ones. Teacher also explains how to recognize the pattern that exists in the "teen numbers" and that every teen number is written with a "1" (representing one ten) and ends with the digit that is first stated. 7 - Teacher supplies practice worksheets dividing students into new pair to work together to complete the worksheet requiring students to draw "X"'s in group ten boxes and single number boxes to show quantity values of numbers 11-19. 7- Teacher has students continue independently drawing and coloring 10 frames to make numbers 11-19. Formative Assessment 8- Teacher restates the lesson objective and class is dismissed.	Students draw two 10 frames side by side to show #’s 11-19 and participate with the class to complete a practice worksheet to practice counting, reading and describing the quantity value of the numbers 11-19 using groups of ten and additional ones. Students work together in new pair to complete a practice worksheet requiring them to draw "X"'s in group ten boxes and single number boxes to show quantity values of numbers 11-19. Students independently practice coloring 10 frames to make numbers 11-19.

3	Lesson 3 Objective: **I can build and break apart numbers from 11-19 by using objects or drawings.** 1 - Teacher welcomes students to class and reads the lesson objective verbally.	
We Do	2 - Teacher reviews lesson 1 by having students write dictated numbers 11-19 and count 11-19 objects into sets of ten and ones, describing the quantity value of each number in one group of ten and additional ones.	Students practice writing number symbols 11-19 and counting 11-19 objects describing the quantity value of each number in one group of ten and additional ones.
You Do	3 - Teacher reviews lesson 2 by having students complete a worksheet to practice using 10 frames boxes. – Formative Assessment	Students continue practice of concepts by completing10 frames worksheets.
You Do	4 – If students perform well on these review activities, the teacher administers the summative assessment. If not, additional practice on the concepts will be provided. 5. The teacher reads the objective with the class and class is dismissed.	Students complete the Summative Assessment.

Chapter 6 - Summative Assessment And <u>Answer Key</u>
Common Core Standard: K.NBT.1

<u>Teacher read directions</u>: Draw Xs to show the number <u>thirteen</u>. Write the number.

1.

__13 ___

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2. Write how many

X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X				

__16__

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3. Count the Xs. Circle the words that tells how many.

X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	

one ten, two ones **<u>one ten, nine ones</u>** **one ten, eight ones**

4. Fill boxes with Xs to show <u>two tens and seven ones</u>. Write the number tell its value

X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X			

__27___

It means __2___ tens and __7__ ones.

5. Write the number and tell its meaning two ways.

X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X

__30___

It means __3___ tens and __0__ ones.

It means: 30 + 7 30+10 30+0