Curriculum Sample Template
Max. 8 Pages

Grade Level	K	**Content Area**	**Mathematics**
Course Title (grades 9-12 Only)			
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 know measurement terms of taller shorter, more or less , longer and shorter		
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.*	• Direct Instruction: Direct Instruction includes features which support the other instructional elements, such as the ability grouping through the multi-age multi-grade classroom. Students are grouped and re-grouped based on their rate of progress through the program. Frequent assessment is imbedded in direct instruction where curriculum-based assessments help place students in ability groups and identify students who require additional intervention. • Hands-On Project-Based Methods: Hands-On Project-Based Methods with tangible hands-on materials will be applied to relate the curriculum and standards to real life and make them functional. • Cooperative Learning Groups: Students of different abilities will work together in small groups of 2-5 children. They will be taught to learn from one another and share ideas and responsibilities. *Students who are on IEPs may receive modifications or accommodations as stated or may need a slower pace of instruction with more repetition. Students may be given supplementary curriculum and various modalities to assist in grasping the concepts such as visuals, manipulatives, or a task-analysis that will break down the steps needed to assist in comprehension and application of the concept. This also may include those students who may have a difficult time grasping the concepts who are not on IEPs.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Grade: K.MD.2 Domain: Measurement & Data (MD) Cluster: Describe and compare measurable attributes Standard: #2 - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*		
Materials/Resources Needed	Singapore text book 1A, beads, unifix cubes, paper, pencil		

* ***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).*

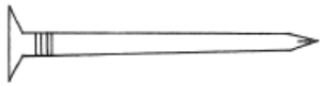
Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	The teacher will focus on terms needed to measure lengths of items. The teacher will use direct instruction by asking the students “what does taller mean”, What does shorter mean?”, “What does longer mean?.” The teacher will then use hands on manipulatives of pre made strands of beads of different lengths. The teacher will ask students “which one is longer?”, “which one is shorter”. The teacher will then hold up pre made stacks of unifix cubes. The teacher will ask “which one is taller?”, “which one is shorter?” The teacher will use varying lengths to show differences. The teacher will then ask question 1 from pg 80 in the Singapore 1a text book “which strand is the shortest and which is the longest?” Next the teacher will ask question 2 from pg 80 of Singapore text book 1a “which block Is the tallest a which is the shortest?	The students will answer the examples the teacher gives. They will then use cooperative learning groups and pair up with a partner making stacks of unifix cubes of varying lengths. They will ask their partner to tell which one is taller and shorter with the teacher monitoring.
2	After review of measurement terms, The teacher will use cooperative learning by asking the students one at a time to “line up the rest of the class from tallest to shortest.	When it is the students turn, they will call other students by name one at a time to line up at the door in order of tallest to shortest.
Summative Assessments	Summative Assessments After the terms taller, shorter, longer or shorter are reviewed, the teacher will ask the students to go back to their seat to work independently on work sheets.	Summative Assessment 1: The students will go to their desks and answer problems 1 through 4 from pg 138 of Singapore workbook 1A-drawing pictures that are taller, shorter or longer than the pictures shown. Summative Assessment 2: Students will complete “Let’s Compare” worksheet

		Summative Assessment 3: Students will complete “Max’s Math Adventures”
Mastery Level	**A student needs to earn 80% of the points possible to be considered to have mastered the standard.** Summative Assessment 1: 80% = 6/7 Summative Assessment 2: 80% = 4/5 Summative Assessment 3: 80% = 3.5/4	

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded. Answers will vary.

EXERCISE 56 Summative Assessment 1

1. Draw a shorter nail.

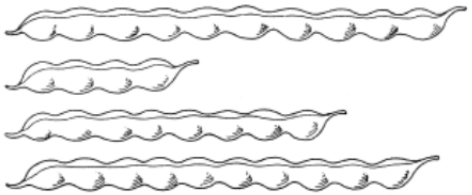


2. Draw a longer pencil.

3. Draw a taller tree.

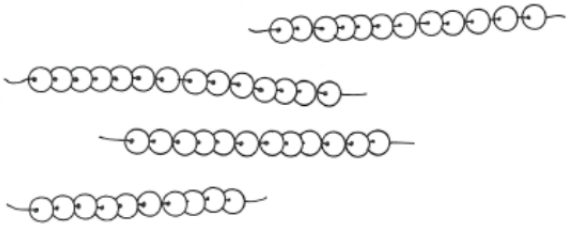
4. Draw a shorter arrow.

5. Color the longest bean.



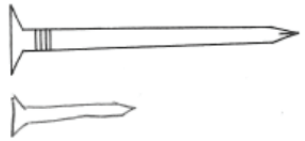
6. Color the tallest animal.

7. Color the shortest string of beads.

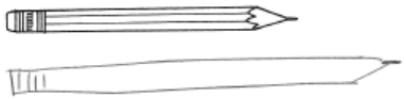


EXERCISE 56 Answer Key

1. Draw a shorter nail.

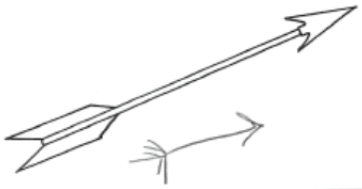


2. Draw a longer pencil.



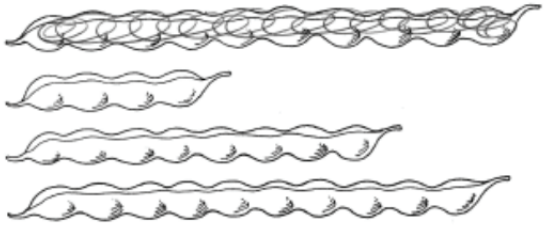
3. Draw a taller tree.

4. Draw a shorter arrow.



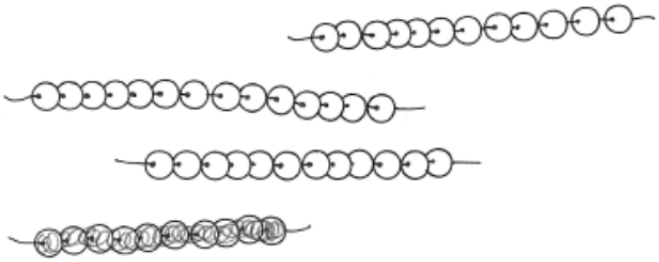
138

5. Color the longest bean.



6. Color the tallest animal.

7. Color the shortest string of beads.

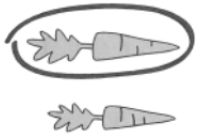


Let's Compare!

Please look at the pictures.
Then circle the correct answer.

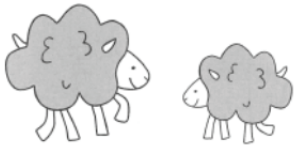
Summative 2:
Kinder

Example:



Which carrot is **longer**?

Who is **shorter**?



Who is **bigger**?

Who is **older**?

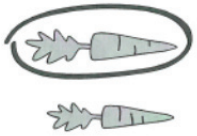
Who is **heavier**?

Which flower is the **shortest**?

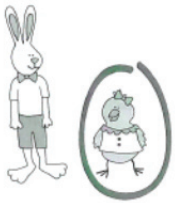
Let's Compare!

Please look at the pictures.
Then circle the correct answer.

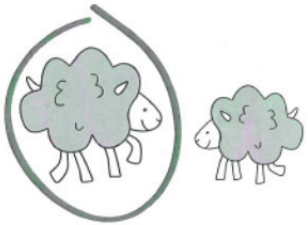
Example:



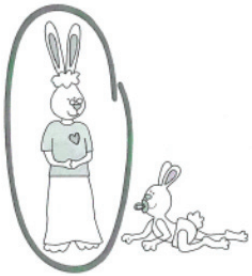
Which carrot is **longer**?



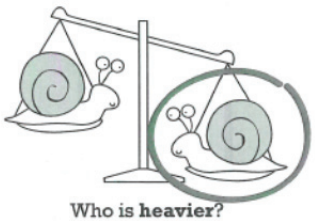
Who is **shorter**?



Who is **bigger**?



Who is **older**?



Who is **heavier**?

Which flower is the **shortest**?

Max's Math Adventures

Take some time to solve the rhyme

Name: _____

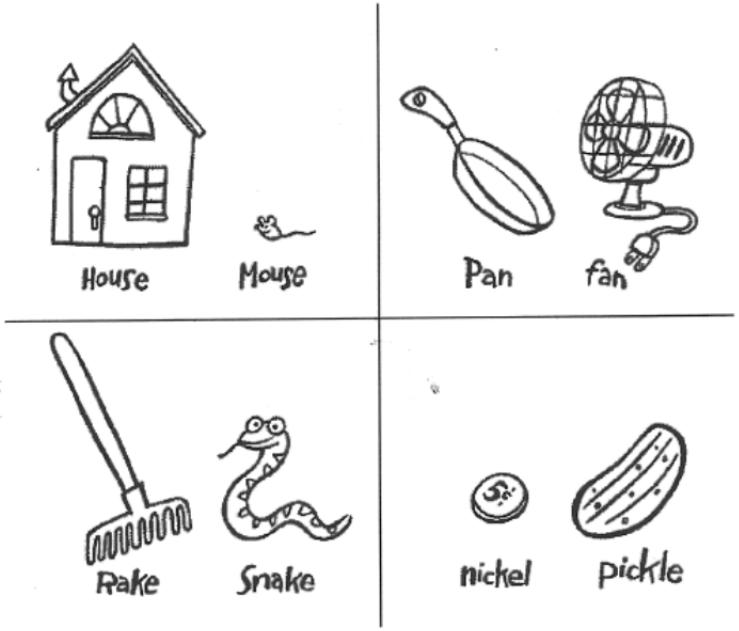
Date: _____

Summative 3: Kinder

Size By Your Eyes

Activity Page

For each pair, circle the item that is larger. If they are about the same size, draw an equal sign (=) between them.



2

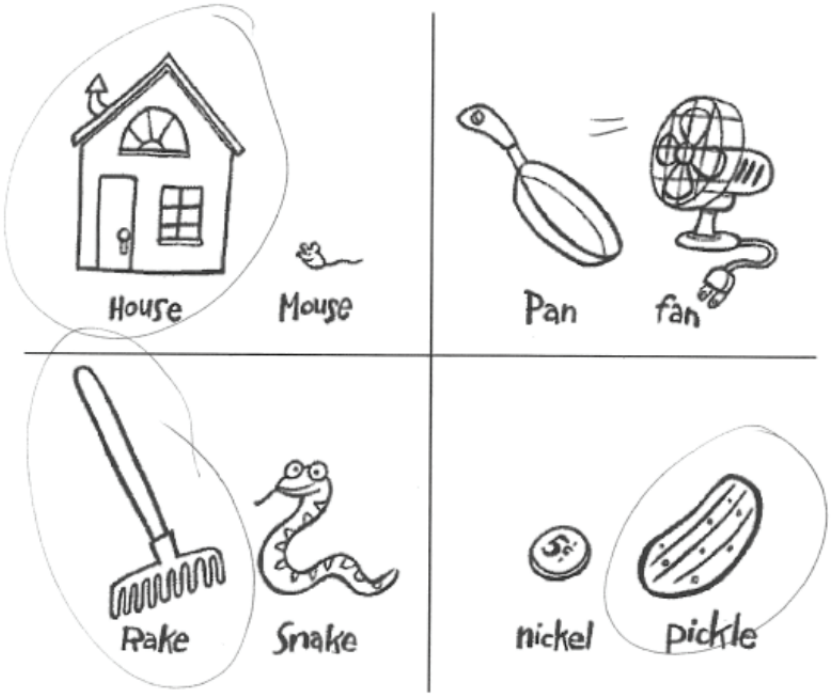
Max's Math Adventures

Take some time to solve the rhyme

Name: _____

Date: Answer Key

Size By Your Eyes

Activity Page

For each pair, circle the item that is larger. If they are about the same size, draw an equal sign (=) between them.