Grade Level	Kindergarten	Content Area	Math
Course Title (grades 9-12 Only)			
Length of Unit	**5 days**	**Time of Year**	**4th 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 are expected to have an understanding of the following standards already learned in Kindergarten: K.CC.3. 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). K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3. 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). K.CC.4. (a, b, c) Understand the relationship between numbers and quantities; connect counting to cardinality. K.0A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		
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.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to K.NBT.1. (2) Direct Instruction: teacher-led and driven instruction. (3) Instruction in Small Class Size: 20-1 student-teacher ratio. (4) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (5) RTI & Differentiated Instruction: RTI tier-2 and 3 students identified with DOMA screenings and/or formative assessments. Tier-2 and 3 students provided with differentiated instruction respectively in small group or one-on-one using the intrinsic RTI remedial properties of Singapore Math; that is: (a) Scaffolding; (b) Visual representations; (c) Differentiation resources: modeling of proficient problem solving, reteaching opportunities, extra-practice, tips for helping struggling students, modeling with thinkalouds, and corrective feedback.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**K.NBT.1.** Compose and decompose numbers from 11-19 into tens and ones and some further ones, e.g. by using objects or drawings, and record each composition or further decomposition by a drawing or equation (e.g. 18=10+8); understand that these numbers are composed of tens, ones, and one, two three, four, five, six, 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.*	Using different counters, students will represent addition and subtraction with objects and drawings. There will be 5 questions to assess understanding of composing teen numbers and 5 questions to assess understanding of decomposing teen numbers.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded,*	The assessment will be scored on a 1-3 scale. A 1 demonstrates little understanding of the concept. Below 65%, A 2 demonstrates somewhat understanding of the concept. 65-79%, A 3 demonstrates a mastery of the concept. 80-100%		

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.	
Materials/Resources Needed	Counters, Crayons/colored pencils/or other drawing materials, Pencils, Tens/ones chart for each student, Goldfish crackers, White boards, White board markers, Cubes/counting bears/or other counters, Copies of assessment. Singapore Math instructional materials.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1 Objective: Group tens and add "one more."** • Ask those students who are wearing short sleeves to stand. Ask," do we have enough students standing to make 10?" • If there are not enough, ask, "How many more students do we need? How do you know?" • Review numbers to 10. • Ask, "what happens if 1 more student stands up?" "How many are there now?" • Discuss making groups of tens and ones. Using standing students, demonstrate grouping ten students and "one more." Continue adding students until 19. • Chart numbers on the board in a tens and ones chart. • Identify RTI tier-2 and 3 (at-risk) students with DOMA screenings and/or formative assessments. Provide differentiated instruction on a whole class-basis (for tier-1, 2 and students), in small group (for tier-2 students) and on one-on-one (for tier-3 students) using the intrinsic RTI remedial properties of Singapore Math (scaffolding, visual presentations and differentiation resources).	Students will listen attentively to instruction and answer questions as instructed. Students will participate in activity.
2	**Day 2 Objective: Use a tens and ones chart to demonstrate grouping tens and ones.** • Review yesterday's lesson on tens and ones grouping. • Teacher will give each student 20 goldfish crackers. Instruct students they are not to eat any goldfish, that they will be using it to make tens and ones. • Teacher will give each student a copy of the tens and ones charts.	Students will use a ten and ones chart to count the correct number of goldfish onto their mats when given teacher directions. Students may eat goldfish when lesson is complete and instructed by teacher.

	Explain that you will be giving them a number, and they should try to show that number using the goldfish. Teacher will model 2 numbers first, grouping 10 goldfish on the tens side of the chart and 1 goldfish on the ones side of the chart, then model the same way with the number 12. • Teacher will call out a number and students should use their charts and goldfish to represent the numbers. Teacher will walk around to observe students and help those having difficulties. • Continue with numbers to 19. • At-risk students (RTI tier-2 and 3) receive differentiated instruction in small groups or on one-on-one with Singapore Math scaffolding, visual presentation and differentiation resources.	
3	**Day 3 Objective: Use counters, white boards, and ten and ones chart to demonstrate equations.** • Students will participate in the review of yesterday's lesson. • Teacher will give each student a copy of the tens and ones chart from yesterday, a white board, dry erase marker, and counters. • Explain that they will be using the counters and chart to show a number with tens and ones. They will be using the white board to write the number they have been shown, making sure that each numeral is in the correct tens/ones place. (e.g. 12 not 21, 13 not 31, etc.) • Teacher will demonstrate on the white board for the whole class, including drawing a picture to demonstrate idea. Teacher will then call out numbers from 11-19, not in order. Students should represent these numbers according to directions. When they have written the number on the white board, students should hold white board up so teacher can see answer. • Teacher will walk around the room observing student activity and white board answers. • Teacher will observe and help those students who may be having difficulties. • Teacher will then explain that these numbers can be expressed through an equation using the addition of tens and ones. (E.G. 10+3=13) Teacher will model using counters and demonstrate equations with numbers 11-19. Students will copy teacher demonstration on their own	Students will count the correct number of counters onto their mats when given teacher directions. Students will draw a picture to represent equation of tens/ones. Students will write numbers on white boards.

	white boards. Ask “What is the equation for 15?” wait for student answer. Prompt if necessary. Continue with students writing equations on their white boards. When students have answers, they should hold their white boards up for the teacher to check. “What is the equation for 17?” wait for student answer. Continue with other numbers. • At-risk students (RTI tier-2 and 3) receive differentiated instruction in small groups or on one- on-one with Singapore Math scaffolding, visual presentation and differentiation resources.	
4	**Day 4 Objective: Use white boards to demonstrate writing equations.** • Students will participate in the review of yesterday’s lesson. • Teacher will give each student a white board, dry erase marker, and counters. • Explain that they will be using the counters and the white board to write the number that they have been shown, making that sure each numeral is in the correct tens/ones place. (e.g. 12 not 21, 13 not 31, etc.) • Teacher will then explain that these numbers can be expressed through an equation using subtraction as well as the addition learned yesterday. • Teacher will use counters to demonstrate decomposing 13. (e.g., 13 take 5 away, how many are left?) Teacher will also draw a picture to demonstrate equation. Continue with other numbers and model for students. • Explain that the students will now be doing this themselves, using their white boards to record their answers. Teacher will call out numbers, and students should use counters to represent on desk and then write equation on the board. They should also try to draw a picture to go with the equation. • Continue with numbers 11-19. You may repeat numbers as you see students need practicing. • Teacher should be walking around the classroom observing students activity, and helping those who may be having difficulty. • At-risk students (RTI tier-2 and 3) receive differentiated instruction in small groups or on one-on-one with Singapore Math scaffolding, visual presentation and differentiation resources.	Students will use white boards to write equations. Students will use counters and draw pictures to represent equation.

5	**Day 5 Objective: The students will compose and decompose numbers from 11-19 into tens and ones and some further ones e.g. by using objects or drawings and record each composition or further decomposition by a drawing or equation** Students will complete the summative assessment. See summative assessment.	Assessment: The Students will compose and decompose numbers from 11-19 into tens and ones and some further ones e.g. by using objects or drawings and record each composition or further decomposition by a drawing or equation

Summative Assessment

K.NBT.1. Compose and decompose numbers from 11-19 into tens and ones and some further ones, e.g. by using objects or drawings, and record each composition or further decomposition by a drawing or equation (e.g. 18=10+8); understand that these numbers are composed of tens, ones, and one, two three, four, five, six, six, seven, eight, or nine ones.

Directions: Students should draw a picture and write the equation for the number shown. They may use counters to help.

14 ____+_____= 14	11 _____+_____= 11	16 _____+_____=16	12 _____+_____=12	15 _____+_____=15
13 13-3=_____	17 17- 4= _____	19 19-6=_____	18 18-8=_____	20 20-5=_____

Score _____/10
____/100%

Summative Assessment Scoring Guide

The Students will compose and decompose numbers from 11-19 into tens and ones and some further ones e.g. by using objects or drawings and record each composition or further decomposition by a drawing or equation.

1	**2**	**3**
0-3 correct Few equations are correct and drawings do not represent correctly. **Below 65%**	4-7 correct Many correct equations/drawings, but some may not be in correct order and/or equations/drawings may not represent correctly. **65-79%**	8-10 correct Almost all correct with equations and drawings representing correctly. **80-100%**
Student has limited understanding of concept. Student will need one on one to develop a better understanding.	Student has a basic understanding of concept, but could use more practice.	Student has mastered concept.