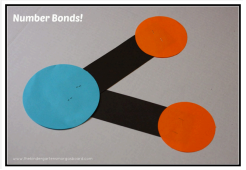
Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	Kindergarten	**Content Area**	Math
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Synergy kindergarten students will be able to count objects up to 10. They will be able to recognize and write numbers 0 through 10. Students will have a previous understanding of the vocabulary and the following vocabulary terms will be reviewed: equal, equal to, same as, and ten. Students will have previously worked to build numbers pairs for the numbers 3 through 9.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	Synergy teachers will engage students in cooperative learning structures throughout the lesson. Lessons will be built using the Gradual Release of Responsibility. Synergy teachers will monitor student understanding and adjust instruction based upon student responses. Instructional strategies such as cooperative learning, differentiation, questioning, and meta-cognition will be used consistently during instruction.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**K.0A.A.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, *e.g., by using objects or drawings, and record the answer with a drawing or equation.***		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	10-Frames and 10 two color counters, Numbered cards 1-9 for each partnership in the class, colored counting cubes, number bond placemats.		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Objective: The students will compose groups of ten using different number pairs.** **Introduction:** The teacher will remind students that they have practiced counting to 10 and 10 is one more than 9. The teacher will call up a group of 10 girls. The teacher will have the students count the standing girls and point out that this is one way to show 10 children. The teacher will then ask 3 girls to sit down and call up 3 boys. The teacher will ask, *now what does this group of 10 show?* The teacher will ask students to think, pair and share with their partner and then call on random students to explain thinking. The teacher will make sure each time that students count and verbalize how ten is made. For example: 6 boys and 4 girls makes 10. **I-Do (Modeling):** Teacher will show the students a previously used ten frame. The teacher will use the red and yellow counters, ten-frame and a deck of cards numbered 1 to 9. The teacher will model turning over a card and building the number on the ten-frame using the red counters while asking the students to count them. The teacher will ask, *"How many more counters do we need to make 10?"* The teacher will add yellow counters to the ten-frame showing a total of ten. The teacher will do a think aloud saying if I have 8 red counters, I will need two yellow counters to make 10. The teacher will model drawing the representation onto a ten frame using red and yellow crayons and writing in the numbers needed to make ten. The teacher will repeat this process with another number. **We-Do (Guided Practice):** All students will be in partners and each partnership will have a ten frame, counters, yellow and red crayons and a recording sheet. The teacher will draw a new card for all students to do together. The teacher will ask students, *what number did we draw?* The teacher will ask students how they knew which number was drawn. The teacher will guide students to build the ten-frame having Partner A use the red counters to build the number on the card. Partner B will tell Partner A how many yellow counters they need to make 10 and tell how they know. The teacher will guide students to fill in the recording sheet to match the ten-frame they built. The teacher will repeat the process with another card and students will switch partner roles. **Check For Understanding:** The teacher will observe students recording their representation and manipulative use to see if an additional we-do is needed. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice.	Students will chorally count the students standing. Students will think, talk with their partner and then be ready to answer when the teacher calls on them to explain how the group of 10 is made up. Students will come up with other ways to make 10 using the students. Students will say how they made 10. Students will chorally count the number of red counters the teacher places on the ten-frame. Student will think, talk with their partner and then explain how many counters are needed to make 10. Students will chorally answer what number is on the card. Partner A will build the number on the card onto the ten-frame using the red counters. Partner B will tell how many more counters are needed to build 10. Partner B will place the yellow counters on the ten-frame. Students will record their representation on the recording sheet. Students will switch roles with the next card that is drawn.

	You-Do (Independent Practice): Students return to their seat and complete a ten-frame recording sheet independently. **Discussion Circle:** Teacher provides question. *If there are 7 red counters showing can you draw 4 yellow counters on your frame?* Why or why not? The teacher will ask students to think, pair and share and provide evidence.	Students will complete the recording sheet independently. Students will think, talk with their partner, and be ready to share when called on.
2	**Objective: The students will find different number pairs with the sums to 10.** **Introduction:** The teacher will preview counting to ten. The teacher will tell the students that there is a circus coming to town with a train carrying the animals to the circus. A picture of the train will be under the document camera. Students will count the cars on the train. The teacher will then show a train car with just 8 cars. The teacher will ask students to think, pair and share with their partner how many more cars are needed to make sure all 10 animals get to the circus and how they know. The teacher will call on students to explain their thinking. The teacher will continue to make a few different visual representations of missing cars on the train so the students will have to tell how many more cars are needed to make 10. **I-Do (Modeling):** The teacher will ask the students to count the 10 cubes chorally. The teacher will break "some" of the connecting cubes off of the train and hide them behind her back. The teacher will then have the students count the number of cubes showing in the train. The teacher will then write the number of cubes showing. The teacher will then ask the students, *"I have ____number of cubes in my train showing, how many cubes do I need to make my train equal 10 again?"* Students will think, pair and share their answers with a partner while providing evidence. The teacher will randomly call on a student to give their answer and then show the students the cubes hidden to see if the answer was correct. The teacher will repeat this process to give repeated practice to equal 10. **We-Do (Guided Practice):** Students will use white boards to write their answer during the guided practice. The teacher will count the train of 10 connecting cubes. The teacher will take away "some" connecting cubes and hide them behind his/her back. Students will count the cubes showing on the train. Students will then think and write the number of cubes that are needed to make 10. (Students may draw pictures to represent the number). Students will show their white board with the answer to the teacher – whole group. This process is repeated several times as needed. Students will then break into partners and continue the process. Partner A will show the 10-train of cubes. Both partners will count the 10 cubes. Partner A will break the train into two parts and hide one part behind his/her back. Both partners will count the remaining cubes. Partner B will think and determine the number of cubes that are needed to make 10 and write the number. Partner A will then show the	Students will count the train cars. Students will think, discuss with partners and explain how many more train cars need to go on the train to make 10. Students will respond to teacher questions as he/she composes, decomposes numbers. Students will count cubes. Students will think, discuss with partners, and explain how many train cars will equal 10. Students will respond to questions from the teacher. Students will chorally count the cubes. Students will write the number of cubes needed to make 10 on their white boards. Students will think to come up with the missing number. Students will work with partners by talking about, counting, and writing the number of cubes needed to make 10. Students will hold missing cubes behind their backs.

	hidden cubes and both partners will count and check Partner B's answer. Partners will switch roles for each problem and continue until the teacher stops the guided practice. During this portion of the lesson, some students may need smaller numbers to work with until they understand the concept. **Check For Understanding:** The teacher will observe students recording their answers on the white boards to see where individualized intervention is needed. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. When ready, students will move to independent practice. **You-Do (Independent Practice):** Students return to their seat and complete a train shaded recording sheet independently to show what number is needed to make 10. **Discussion Circle:** Teacher provides question. *If I break my train and I'm showing 5, can I be holding 5 behind my back?* Why or why not? The teacher will ask students to think, pair and share their answers with evidence.	Students will complete the recording sheet independently. Students will think, talk with their partner and be ready to share when called on.
3	**Objective: The students will compose different combinations of ten using different number pairs.** **Introduction:** The teacher will tell the students to imagine that they have 7 candies in one hand and 3 candies in your other. The teacher asks, *how many sweets are all together*? Then the teacher will tell the students that they have 10 sweets in their pocket and they took out 5 sweets and put them in one hand. The teacher asks, "*How many sweets can you put in your other hand?"* Ask the students to think, pair and share how they know how many they can put in their hand and how they know. **I-Do (Modeling):** The teacher will show 10 counting cubes in a group under the document camera. The teacher will ask students, *how many cubes do I have here?* The teacher will move some of the cubes to a new pile and then ask the students, *how many cubes did I move?* The teacher will then have the students count the number of cubes that are left in the other group. The teacher will explain that there are two parts and those two parts make a whole (in this case 10). The teacher will say*, _____ and ____ makes 10*. The teacher will take the cube groups from the current problem and place the cubes into two groups on the number bond graphic organizer to show the students that the two parts equal the whole group. The teacher will then repeat this process. Students will continue to chorally share ____ *and* ____ *makes 10* while the teacher writes this on the board for the different problems. With each problem, the teacher will write the numbers and the equations that match each number bond. **We-Do (Guided Practice):** Each student will get a number bond graphic organizer and 10 cubes. The We-Do will begin with the teacher showing 10 cubes under the document camera. The teacher will break apart the cubes into	Students will think, discuss with partners, and explain how many sweets they need to put in the other hand. Students will respond to teacher questions. Students will respond to teacher questions. Students will count cubes broken into groups. Students will chorally share _____ and _____ makes 10.  Students will manipulate cubes to place groups of cubes on the number bond

	two groups. Students will count the first group chorally and then use their own cubes to count and place that number of cubes into the first small part (circle) on the number bond. The students will chorally count how many are left over and place the remaining number of cubes on the second small part (circle) on the number bond. Students will then think about what two parts make 10 and tell their partners, ____ *and* ____ *make 10.* This process is repeated several times and then students will work with partners to create their own part-part-whole relationships. Partner A will break train and place the first group of cubes on the number bond. Partner B will place remaining cubes on the number bond. Both partners will say together, ____ and ____ makes 10. As the lesson continues, the teacher will scaffold the lesson to include writing the numbers for each part and then moving into transferring ____ and ____ makes 10 into an equation for students. Some partnerships may need a smaller amount of cubes to begin with in order to understand the concept. Struggling students will be brought back to a small group for more individualized attention. **Check For Understanding:** The teacher will monitor student practice to ensure that students understand the concept of the part-part-whole relationship. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice **You-Do (Independent Practice):** Students will complete a number-bond recording sheet using cubes if needed. **Discussion Circle:** Teacher provides question. *If there are 3 in the first part and 9 in the second part, will the number bond whole equal 10?* Why or why not? The teacher will ask students to think, pair and share.	graphic organizer. Students will chorally count cubes. Students will work together with partners, taking turns for different roles during the problem solving. Students will write number that the cubes represent in each part of the number bond. Students will write an equation that matches the number bond. Students will complete the number bond independent practice worksheet. Students will think, talk with their partner and be ready to share when called on.
4	**Objective: The students will compose/decompose different combinations of ten using different number pairs.** **Introduction:** The teacher will remind students that they have practiced counting to 10. The teacher will tell the students that she made red and blue sprinkle cookies for a birthday party. The teacher will show the students 6 red cookies and 4 blue cookie pictures under the document camera. The teacher will ask, *now what does this group of 10 show?* The teacher will ask students to think, pair and share with their partner. The teacher will call on students to explain their thinking and then ask for them to come up with other ways to make groups of ten using the students. The teacher will make different combinations of 10 based upon the student responses. The teacher will make sure each time that students will count all the cookies and verbalize how ten is made. For example: 6 red cookies and 4 blue cookies make 10. Each time a cookie combination is made, the teacher will write an equation that matches the visual representation. **I-Do (Modeling):** The teacher will put 10 red crayons in a Ziploc bag. The	Students will chorally count the number of red and blue cookies that the teacher made. The students will think, share with a partner, and explain their thinking of what the group of ten shows. Students will come up with different ways to make 10. Students will explain how they made 10.

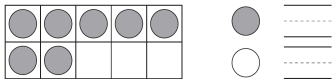
	teacher will pull out a random number of red crayons that are less than 10. The teacher will draw that number of crayons under the document camera. The teacher will then ask students, *If I have ____ number of red crayons, how many more do I need to make 10 crayons total?* The teacher will then ask students to think, pair, and share with their partner and provide how they know. The teacher will then ask the students to share the number of blue crayons that will be needed to make 10 crayons total. Next, the teacher will draw the number of blue crayons needed to make 10 and then write the equation that goes along with the visual representation. The teacher will then model this process several different times, each time pulling a different number of red crayons.	Students will chorally count the number of red crayons that the teacher pulls out of the bag. Students will think, talk with their partner and then be ready to answer when the teacher calls on them to explain how the group of 10 is made up. Students will come up with the number of blue crayons needed to make 10. Students will say how they made 10. Students will chorally count the number of red crayons the teacher draws out of the bag and draws under the document camera.
	We-Do (Guided Practice): All students will have a red and a blue crayon and a recording sheet. The teacher will pull out ____ number of red crayons out of the teacher bag. The teacher will ask students, *how many red crayons did I pull out?* The teacher will guide students to draw the number of red crayons on their recording sheet. The teacher will have the students think, pair and share the number of blue crayons that will be needed to make 10 and how they know. The teacher will have the students explain their thinking to their partner and then draw the number of blue crayons needed to make 10 next to the number of red crayons on their recording sheet. Next, the teacher will ask, *"How do I write the equation that goes along with this representation?"* The teacher will then have the students write the equation next to the visual representation on their recording sheet. This process will be repeated as necessary. The students will then work with a partner. Each partnership will have a bag of 10 red crayons. Partner A will pull out a random number of red crayons and both partners will count and draw the crayons on their recording sheet. Partner B will count on and determine how many blue crayons will be needed to make 10. Both partners will draw the number of blue crayons needed next to the red crayons and then write the equation that matches the visual representation. This process will repeat with Partner B drawing a different number of red crayons as the starting number.	Students will chorally answer what number is selected from the bag and drawn under the document camera. Partner A will pull a random number of red crayons out of the bag. Both partners will draw the number of red crayons drawn on their recording sheet. Partner B will tell how many how many more blue crayons are needed to build 10. Both partners will draw the number of blue crayons on their recording sheet. Both partners will write the equation that matches the visual representation. Students will switch roles with the next red crayons that are drawn.
	Check For Understanding: The teacher will observe students recording their representation and manipulative/crayon use to see if an additional we-do is needed. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice.	
	You-Do (Independent Practice): Students will complete a visual-representation recording sheet independently by choosing a random number of red crayons and identifying how many blue crayons are needed to make 10 and write the equation.	Students will complete the recording sheet independently.
	Discussion Circle: Teacher provides question. *If there are 8 red crayons showing can you draw 3 blue crayons on your recording sheet to make 10?*	Students will think, talk with their partner and be ready to share their

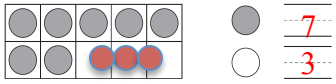
	Why or why not? The teacher will ask students to think, pair and share and provide evidence.	thinking when called on.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	The summative assessment includes 4 items that will test student knowledge and understanding of standard **K.0A.A.4**. Students will demonstrate understanding by completing problems that include a known number (1-9) while determining what number is added to the known number to make 10. Students will show high proficiency of the standard by writing numbers, completing a ten-frame and number bond, and writing equations that include two numbers that equal 10.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score): (Students will earn 1 pt. for drawing counters and 2 pt. for writing the numbers (each number is worth 1 point). 3 points total

Draw more counters in each 10-frame to make 10. Write the number of gray counters and the number of counters you drew to make the total.

10 

(ANSWER) 10 

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (Students will earn 1 pt. for coloring the cubes and 1 pt. for writing the numbers). 2 points total

Color some blocks orange and the rest yellow to make 10.

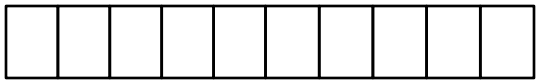
_____ orange blocks and _____ yellow blocks makes 10 blocks

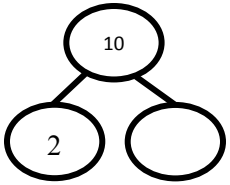
(SAMPLE ANSWER)

_____4_____ orange blocks and _____6____yellow blocks makes 10 blocks

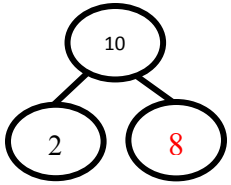
Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score):

Complete a number bond that totals 10 and color the connecting cubes to match. (Students will earn 1 pt. for drawing counters and 1 pt. for writing the numbers). 2 points total





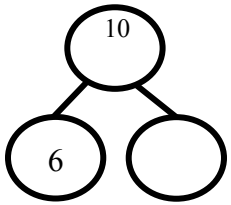
Answer:



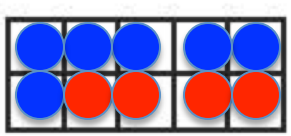
Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed): (Students will earn 1 pt. for each correct answer. 1 pt. for completing the ten-frame, 1 pt. for correct equation and 1 pt. for completing the number bond). 3 points total

Complete the ten-frame to represent 6 blue circles and 4 red circles. Write the equation and complete the number bond to go along with the ten-frame.

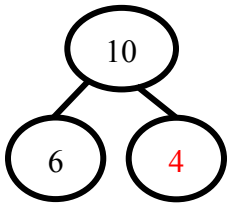
____ + ____ = 10



ANSWER:



6 + 4 = 10



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Scoring Guide		
Highly Proficient	10/10	100%
Proficient	8/10	80%
Minimally Proficient	6/10	60%
Not Proficient	<6/10	<60%