

# Mathematics CFA Template

## Pre-Instruction

1. List the Standard. Underline the nouns (what students will know) and highlight the verbs (what student will do):

K.NBT.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 a drawing or equation (such as  $18=10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

2. Mathematical Practices

1. Make sense of the problem and persevere.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

3. I Can Statements – Put learning targets in student friendly terms.

I can compose numbers from 11 to 19.

I can decompose numbers from 11 to 19.

I can record each composition using a specific strategy.

I can record each decomposition using a specific strategy.

I can understand that numbers 11 to 19 are composed of one ten and some ones.

Depth of Knowledge of the standard (Highlight the Level of the Learning Target):

Level 1 Recall; **Level 2 – Skill/Concept**; Level 3 – Strategic Thinking; Level 4 – Extended Thinking

4. List the skills students need to know in order to begin this standard:

1. Be able to recognize numerals 1 to 10.
2. Vocabulary—compose, decompose, composition, decomposition
3. An understanding of one-to-one correspondence.

5. What type of assessment am I going to write? [selected response (m/c, t/f, y/n, matching, fill in \_\_\_) **or** constructed response (**short**: word, phrase, sentence, single problem; **extended**: multi-step operations in math, problem solving)] List the assessment questions.

2<sup>nd</sup> nine weeks

Selected Response—*This will be a multiple choice assessment.*

1. Teacher will give the students a number from 11 to 19 verbally and the student must use a ten frame to represent that number as a ten and some ones. *Question one on the assessment will have 2 ten frames for the students to record their answer on.*
2. The teacher will give the students a number from 11 to 19 verbally and ask the student to choose the one that matches the number given orally from the three base ten block pictures. *Question two on the assessment will have three pictures of base ten blocks in different amounts.*

6. Scoring Guide

**Exceeds Expectations:** 2 out of 2 correct and recognizing that one ten frame equals ten and one rod equals ten.

**Proficient:** 2 out of 2 correct

**Approaching Proficiency:** 1 out of 2 correct

**Not Proficient:** 0 out of 2 correct

Name: \_\_\_\_\_

### K.NBT.1 Selected Response

1.



2.

	
	
	



