

## CURRICULUM GUIDE 2007

### Mathematics Grade 1

<b>Suggested Time Line</b> How much time will be spent on this learning?	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCCS</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students Know or be able to do As a result of the Instruction?	<b>Assessment</b> What evidence will I collect that demonstrates that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<b>Unit 1- Establishing Routines</b>  <b>September-October</b>						
1.1 Daily Routines	What are the daily routines practiced in First Grade?	4.1 A.3,5 4.5 C.3,4,5,6 E.1,2,3 F.1.4	Write numbers from 1 to 20. (D) (S)  Count up and back by 1s, starting with any number up to and including 20. (S)  Count 20 or more objects. (S)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Discussion Whole-Class Activity Ongoing Learning and Practice Differentiated Instruction Independent Activity Small-Group Activity	-Participate in choral counting -Participate in class discussion -Cooperative learning activities -Revisit rhymes and songs -Draw portraits -Practice minute math routines
1.2 Investigating the Number Line	How do you compare pairs of numbers and find numbers between two numbers by playing “Number Line Squeeze”?	4.1 A.2,5, C.1 4.2 A.1 4.3 A.1 4.4 D.3 4.5 A.1,2, B.1, C.2,3,5,6, E.3	Write numbers from 1 to 20. (D) (S)  Compare pairs of numbers less than 16. (D) (S)  Write and count tallies. (D)  Count 20 or more objects.	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Discussion Whole-Class Activity Ongoing Learning and Practice Differentiated Instruction Independent	-Participate in choral counting -Play number-line squeeze -Find the number of children who are absent -Revisit rhymes and songs -Reviewing the meaning of mathematics -Practice minute math routines

			(S) Count up and back by 1s, starting with any number up to and including 20. (S)		Activity Small-Group Activity	
1.3 Tools for Doing Mathematics	How do you use mathematical tools for drawing and counting?	4.1 A.2, B.3 4.2 A.1,2 4.3 A.1 4.4 B.1, D.3 4.5 A.2,3 B.1,2 C.1,2,3,4,5 D.1,2 E.1,2,3 F.1,2 4	Write numbers from 1 to 20. (D) (S)  Compare pairs of numbers less than 16. (D) (S)  Write and count tallies. (D)  Count 20 or more objects. (S)  Count up and back by 1s, starting with any number up to and including 20. (S)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Discussion Whole-Class Activity Ongoing Learning and Practice Differentiated Instruction Independent Activity Small-Group Activity	-Participate in choral counting -Explore the tool kits -Use the pattern block template -Play the Penny-Dice game -Revisit rhymes and songs -Read a counting book -Make Geometric Designs -Practice minute math routines
1.4 Number-Writing Practice	How to use slates in daily routines and write the numbers 1 and 2 correctly?	4.2 A.2 4.4 D.3 4.5 A.3, B.1, C.3, E.2,3, F.2	Count by 5s to 40. (D) (S)  Write numbers from 1 to 20. (D) (S)  Compare pairs of numbers less than 16. (D) (S)  Count 20 or more objects. (S)  Count up and back by 1s, starting with any number up to and including 20. (S)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Partner Activity Ongoing Learning and Practice Differentiated Instruction Independent Activity Small-Group Activity	-Participate in choral counting and whisper and shout counting for multiples of 5. -Use the slates as a classroom tool. -Investigate Math Journal 1 -Write numbers 1 and 2. -Play Penny-Dice Game -Count craft sticks. -Discuss other names for numbers. -Practice minute math routines.
1.5 One More, One	Find the number that is 1	4.1 C.1	Write numbers from 1 to	Ongoing Assessment:	Mental Math and	-Students answer before and

Less	more or 1 less than a given number.	4.4 D.3 4.5 B.1	20. (D) (S)  Count 20 or more objects. (S)  Count up and back by 1s, starting with any number up to and including 20. (S)	Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Reflexes Whole-Class Activity Partner Activity Independent Activity Ongoing Learning and Practice Differentiated Instruction Independent Activity Small-Group Activity	after questions on their slates. -Tell “one more” and “one less” stories -Find “one more” and “one less” using pennies. -Write the numbers 1 and 2. -Connect the dots. -Practice minute math routines.
1.6 Comparing Numbers	How do pairs of numbers compare?	4.1 A.5, C.1,2 4.2 B.1,2 4.4 D.3 4.5 A.5, C.4, D.4 E.3, F.1	Write numbers from 1 to 20. (D) (S)  Compare pairs of numbers less than 16. (D) (S)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Partner Activity Ongoing Learning and Practice Differentiated Instruction	-Students answer before and after questions on their slates. -Compare and order numbers. -Play number-line squeeze. -Take a “counting walk”.
1.7 Recording Tally Counts	How do you use tally marks to represent data?	4.4, A.1,2 B.1,2 4.5 A.2, 3, B.1, D.2, 5, E.1,3, F.1,4	Write numbers from 1 to 20. (D) (S)  Compare pairs of numbers less than 16. (D) (S)  Count by 5s to 40. (D) (S)  Count up and back by 1s, starting with any number up to and including 20. (S)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Independent Activity Partner Activity Ongoing Learning and Practice Differentiated Instruction Small-Group Activity	-Students practice choral counting and whisper and shout counting. -Introduce tally marks. -Make a tally chart to count children’s pets. -Write the numbers 3 and 4. -Play top-it -Make a listening tally. -Practice minute math routines.
1.8 Investigating Equally Likely Outcomes	Is one number more likely to come up than any other number in a Dice Roll and Tally Game?	4.3 C.2 4.4 A.1, B.1,2, D.3 4.5 A.3, E.2, F.2,4	Write numbers from 1 to 20. (D) (S)  Count 20 or more objects.	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate	Mental Math and Reflexes Partner Activity Independent	-Write tally marks for numbers on slates. -Play the Dice-Roll and Tally Game.

			(S) Write and count tallies. (D)	Assessments Written Assessments Performance/Group Assessments	Activity Ongoing Learning and Practice Differentiated Instruction	-Writing the Numbers 3 and 4. -Play Scissors, Paper, Stone.
1.9 The Calendar	What are the elements of a calendar?	4.5 A.2, B.1, C.3	Count by 2s to 40. (D) (S)  Count up and back by 1s, starting with any number up to and including 20. (S)  Write numbers from 1 to 20. (D) (S)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Whole Class Activity Small-Group Activity	-Students learn the special first grade chant, and choral count by 1s, up and back. -Introduce the class calendar. -Fill in the calendar for the month. -Write the numbers 5 and 6. -Make calendar books. -Students practice minute math routines.
1.10 Working in Small Groups	What are the rules for working in small groups?	4.1, A.5 4.2, A.2 4.4 D.3 4.5 B.1, 2, D.2, E.1, 3, F.1	Count by 2s to 40. (D) (S)  Count up and back by 1s, starting with any number up to and including 20. (S)  Write numbers from 1 to 20. (D) (S)  Compare pairs of numbers less than 16. (D) (S)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Small-Group Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Whole Class Activity Small-Group Activity	-Students practice counting on the number line. -Extend partnership expectations to small groups. -Count pennies in small groups. -Play top-it in small groups. -Write the numbers 5 and 6. -Make pattern-block designs. -Reading, writing, and comparing numbers. -Students practice minute math routines.
1.11 Exploring Math Materials	What is the meaning and purpose of explorations in Everyday Math?	4.4 D.3 4.5 A.3, C.1, 2 E.2, F.1, 2, 4, 5, 6	Count by 5s to 40. (D) (S)  Count by 2s to 40. (D) (S)  Count up and back by 1s,	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments	Mental Math and Reflexes Whole-Class Activity Small-Group	-Mental Math and Reflexes routines. -Introduce explorations. -Explore with pattern-blocks, base-10 blocks, and geoboards.

			starting with any number up to and including 20. (S)  Write numbers from 1 to 20. (D) (S)	Written Assessments Performance/Group Assessments	Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity Small-Group Activity	-Play number-line squeeze or top-it. -Write the numbers 1 through 6. -Explore with attribute blocks. -Draw pattern-block designs. -Students practice minute math routines.
1.12 Weather and Temperature Routines (Day 1)	What is the routine for recording the day's weather?	4.2 D.2, 3, 4, E.2 4.5 C.3, D.2, 5, E.1, F.1,5	Count by 2s to 40. (D) (S)  Write and count tallies. (D)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity	-Use the number line to count by 2s in unison. -Introduce the weather routine. -Introduce the thermometer.
1.12 Weather and Temperature Routines (Day 2)	How do colors represent temperature on a Fahrenheit scale?	4.2 D.2, 3, 4, E.2 4.5 C.3, D.2, 5, E.1, F.1,5	Count by 2s to 40. (D) (S)  Write and count tallies. (D)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Whole Class Activity Ongoing Learning and Practice Differentiated Instruction Small-Group Activity	-Discuss the Fahrenheit Thermometer Scale. -Introduce the daily Temperature routines. -Color the zones on a Fahrenheit thermometer. -Draw a picture to illustrate a temperature. -Make a class tally count. -Make a weather activity booklet. -Do experiments with the thermometer.
1.13 Number Stories	What are strategies for solving the problems posed in stories?	4.5 A.2,3, E.1,2 F.1,4	Count by 2s to 40. (D) (S)  Count 20 or more objects. (S)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group	Mental Math and Reflexes Whole-Class Activity Independent Activity Ongoing Learning	-Count by 2s using the number line. -Tell simple number stories. -Share simple number stories. -Number writing. -Telling and solving number stories.

				Assessments	and Practice Independent Activity Differentiated Instruction Partner Activity	
1.14 Unit 1 Review and Assessment	To review and assess children's progress on the material covered in Unit 1.	4.4 D.3 4.5 B.2, C.2, E.1, F.1	Count by 5s to 40. (D) Count by 2s to 40. (D) (S) Write numbers from 1 to 20. (D) (S) Compare pairs of numbers less than 16. (D) (S) Write and count tallies. (D) Count 20 or more objects. (S) Count up and back by 1s, starting with any number up to and including 20. (S)	Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Assess Progress Build Background For Unit 2	-Oral and Slate Assessments -Written Assessments -Alternative Assessments
<b>Unit 2 Everyday Uses of Numbers</b>  <b>Late September-October</b>						
2.1 Number Grids	How can playing Rolling for 50 help you navigate from row to row on a number grid?	4.1 C.2 4.5 C.3, D.2,5, E.1, F.1,4	Count up and back by 1s on the number grid. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments	Mental Math and Reflexes Partner Activity Whole-Class Activity Ongoing Learning and Practice	-Use the number line to solve problems. -Play rolling for 50. -Introduce Number-grid counting. -Play Top-It. -Make a number line from a

				Performance/Group Assessments	Partner Activity Differentiated Instruction Small Group Activity	number grid.
2.2 Numbers All Around	What are some ways numbers are used in everyday life?	4.1 A.3 4.5 A.1, 5 D.4	Count up and back by 1s on the number grid. (D) (S)  Count by 2s to 40. (S) Count by 5s to 50. (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Partner Activity Whole-Class Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity	-Use the number grid to solve problems. -Discuss uses of numbers. -Record personal information. -Discuss parts of telephone numbers. -Write the numbers 7 and 8. -Make a classroom telephone book.
2.3 Complements of 10	Why do you need to practice in Math?	4.1 C.1,3 4.2 A.4 4.3 A.1, B.1, C.2	Find complements of 10. (D)  Count up and back by 1s on the number grid. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Count up and back by 5s and 10s. -Use the number grid to solve problems. -Play Two-Fisted Penny Addition. -Introduce the Math Boxes Routine. -Math Boxe -Practice the numbers 7 and 8. -Students practice minute math routines.
2.4 Unit Labels for Numbers	What is the need for using unit labels for numbers in counting and measuring?	4.1 A.2, C.2 4.2 D.3 4.5 A.5, D.4, E.1	Find complements of 10. (D)  Count up and back by 1s on the number grid. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate	Mental Math and Reflexes Whole-Class Activity Whole-Class	-Students use their number grids to solve problems. -Label numbers with units. -Introduce the Unit Box. -Use the Unit Box in a counting

			(S) Count by 2s to 40. (S) Count by 5s to 50. (S)	Assessments Written Assessments Performance/Group Assessments	Discussion Ongoing Learning and Practice Whole Class Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity	routine. -Introduce calculators. -Write the numbers 9 and 0. -Math Boxes. -Combinations of two numbers whose sum is 10. -Stop and Start Counting. -Students practice minute math routines.
2.5 Analog Clocks	What are the uses of clocks and watches?	4.2 D.2, 3, 4, E.2 4.5 A.3, D.4,6, E.2, F.2, 4	Tell time to the nearest hour. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Discussion Whole-Class Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Independent Activity	-Students estimate the length of a minute. -Discuss the tools for telling time. -Discuss the position of the hour hand. -Estimate the time shown on an hour hand only clock. -Practice the numbers 9 and 0. -Math Boxes. -Illustrate daily activities.
2.6 Telling Time to the Hour	How do you use a paper clock to show and tell times to the hour?	4.1 C.1 4.2 D.3 4.5 C.2	Solve addition and subtraction number stories. (D)  Tell time to the nearest hour. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Discussion Whole-Class Activity Independent Activity Ongoing Learning and Practice Whole-Class Activity Independent Activity	-Solve simple number stories. -Review clocks. -Introduce the division of the 24 hour day into a.m. and p.m. hours. -Make a clock. -Tell time to the nearest hour. -Getting a sense of the duration of a minute. -Math Boxes. -Setting clocks to match the times in a song. -Get a sense of the duration of an hour.

					Differentiated Instruction Small Group Activity	-Students practice minute math routines.
2.7 Exploring lengths, straightedges, and dominoes	Which objects in a set of objects are longer than their rulers and which are shorter?	4.1 A.2, 5, C.3 4.2 D.1 A.3, D.5,6, E.2, F.2,4	Solve addition and subtraction number stories. (D)  Count by 2s to 40. (S) Count by 5s to 50. (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Small Group Activity Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity	-Tell change to more number stories and solve them. -Explore the use of rulers. -Estimate the relative lengths of objects. -Make a star. -Sort dominoes. -Play two-fisted penny addition. -Math Boxes. -Students practice minute math routines.
2.8 Pennies	What is the worth of a penny, and the facts of interest about a penny?	4.1 A.4 4.2 D.1 4.5 A.1, B.1, D.1	Solve addition and subtraction number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Whole-Class Discussion Partner Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Partner Activity	-Tell change to less number stories and solve. -Examine the penny. -Introduce cents notation. -Solve penny grab problems. -Math Boxes. -Play penny cup.
2.9 Nickels	What are equivalent combinations of nickels and pennies?	4.1 A.4 4.5 A.1, D.1	Exchange pennies for nickels. (D) (S)  Count by 2s to 40. (S) Count by 5s to 50. (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate	Mental Math and Reflexes Whole-Class Activity Ongoing Learning	-Count up and back using the number grid starting at various multiples of 5. -Find the value of a collection of nickels.

				Assessments Written Assessments Performance/Group Assessments	and Practice Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Exchange pennies for nickels. -Complete a connect the dots picture. -Math Boxes. -Ordering nickels. -Counting coins. -Play penny guessing.
2.10 Counting Nickels and Pennies	What is an efficient way of finding the values of various collections of nickels and pennies?	4.1 A.4 4.5 D.1	Calculate the values of combinations of pennies and nickels. (D) (S)  Exchange pennies for nickels. (D) (S)  Count by 2s to 40. (S) Count by 5s to 50. (S)  Solve addition and subtraction number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Practice stop and start counting. -Count nickels and pennies. -Practice coin counts. -Play penny-nickel exchange. -Math Boxes. -Play coin top-it. -Students practice minute math routines.
2.11 Number Models	What are number models and the penny drop game related?	4.1 B.1, 2, 4, 6, 7, C.2 4.5 C.2	Calculate the values of combinations of pennies and nickels. (D) (S)  Exchange pennies for nickels. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Count pennies in a penny drop. -Introduce penny drop addition. -Introduce number models. -Play nickel/penny grab. -Math Boxes. -Write number models. -Acting out number models. -Students practice minute math routines.
2.12 Subtraction Number Models	How do you extend number models to change to less situations?	4.1 B.4, 6, 7, C.2 4.5 A.3, B.3	Calculate the values of combinations of pennies and nickels. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas	Mental Math and Reflexes Whole-Class Activity	-Write the total value of coins on slates. -Introduce subtraction number models.

			Solve addition and subtraction number stories. (D)	Oral and Slate Assessments Written Assessments Performance/Group Assessments	Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity	-Play high roller. -Math Boxes. -Play “Who am I thinking of?” -Students practice minute math routines.
2.13 Number Stories	How much money do you need to make purchases from the School Store?	4.1 C.2 4.3 C.2 4.5 A.2,5, C.2, D.4	Calculate the values of combinations of pennies and nickels. (D) (S)  Solve addition and subtraction number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Partner Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity	-Practice stop and start counting. -Solve number stories. -Tell time. -Math Boxes. -Buy items from the Classroom Store. -Act out number models.
2.14 Unit 2 Review and Assessment	To review and assess children’s progress on the material covered in Unit 2.	4.5 C.2	Calculate the values of combinations of pennies and nickels. (D) (S)  Find complements of 10. (D)  Solve addition and subtraction number stories. (D)  Count up and back by 1s on the number grid. (D) (S)  Tell time to the nearest hour. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Assess Progress Build Background for Unit 3	-Oral and Slate Assessments -Written Assessments -Alternative Assessments

			Exchange pennies for nickels. (D) (S)  Count by 2s to 40. (S) Count by 5s to 50. (S)			
<b>Unit 3 Visual Patterns, Number Patterns, and Counting</b>  <b>Late October-Late November</b>						
3.1 Visual Patterns	How do you use craft sticks to create patterns?	4.2 A.4, B.1,2 4.3 A.1, 2	Identify and complete patterns. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Partner Activity Ongoing Learning and Practice Independent Activity Partner Activity Differentiated Instruction Small Group Activity Independent Activity Whole Class Activity	-Students count up and back on the class number grid and number line. -Introduce visual patterns. -Find patterns in the classroom. -Create craft stick patterns. -Extend patterns. -Play Before and After. -Math Boxes. -Make colored patterns. -Make patterns with colored chalk. -Students practice minute math routines.
3.2 Even and Odd Number Patterns	How does pairing students in groups help determine odd or even numbers?	4.1 B.4 4.2 A.4 4.3 A.1	Identify and complete patterns. (D)  Identify numbers as even or odd. (D)  Know the values of pennies, nickels, and dimes, and calculate the values of combinations of	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Partner Activity Independent Activity Ongoing Learning and Practice Independent	-Students skip count on the number grid. -Introduce even and odd numbers. -Explore even and odd number patterns. -Identify even and odd patterns. -Play penny-nickel exchange. -Math Boxes. -Count the students to find if

			these coins. (D)		Activity Partner Activity Differentiated Instruction Small Group Activity Whole Class Activity	there is an even or odd number. -Model even and odd numbers. -Students practice minute math routines.
3.3 Number-Grid Patterns	What are the patterns in counts by 2s, 5s, 10s, and 3s on the number grid?	4.1 B.4 4.2 A.4 4.3 A.1 4.5 B.1	Identify and complete patterns. (D)  Identify numbers as even or odd. (D)  Solve addition and subtraction problems by skip counting on the number line and the number grid. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Small Group Activity Ongoing Learning and Practice Independent Activity Whole Class Discussion Differentiated Instruction Independent Activity	-Students count hops in unison on the class number line. -Explore skip-counting patterns on a number grid. -Explore the 3s Pattern. -Discuss even and odd patterns. -Math Boxes. -Explore the 4s Pattern. -Fill in missing numbers in a number sequence.
3.4 Exploring Even and Odd Numbers, Covering Shapes, and Patterns	What are the patterns in dominoes?	4.1 B.4 4.2 A.4, B.1 4.4 D.3	Identify and complete patterns. (D)  Identify numbers as even or odd. (D)  Solve addition and subtraction problems by skip counting on the number line and the number grid. (D)  Know the values of pennies, nickels, and dimes, and calculate the values of combinations of	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Small Group Activity Ongoing Learning and Practice Independent Activity Partner Activity Differentiated Instruction Small Group Activity	-Students count in unison on the class number grid. -Explore sorting dominoes by odd and even numbers of dots. -Explore covering shapes with pattern blocks. -Explore patterns with pattern blocks. -Play a math game. -Math Boxes. -Students practice minute math routines.

			these coins. (D)			
3.5 Counting on the Number Line	What are the basic number line concepts?	4.3 A.1	<p>Identify and complete patterns. (D)</p> <p>Identify numbers as even or odd. (D)</p> <p>Solve addition and subtraction problems by skip counting on the number line and the number grid. (D)</p> <p>Tell time to the nearest half-hour. (D)</p>	<p>Math Boxes</p> <p>Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments</p>	<p>Mental Math and Reflexes</p> <p>Whole-Class Activity</p> <p>Whole-Class Discussion</p> <p>Ongoing Learning and Practice</p> <p>Independent Activity</p> <p>Whole Class Activity</p> <p>Differentiated Instruction</p> <p>Whole Class Activity</p> <p>Small Group Activity</p>	<p>-Show times to the hour on tool kit clocks.</p> <p>-Review basic number line concepts.</p> <p>-Review skip counting on number lines.</p> <p>-Count hops up and back on the number line.</p> <p>-Create and continue patterns.</p> <p>-Math Boxes.</p> <p>-Count hops on the number line.</p> <p>-Students practice minute math routines.</p>
3.6 Adding and Subtracting on the Number Line	How do you use the number line to solve simple addition and subtraction problems?	4.1 B.1, B.2, B.4	<p>Solve addition and subtraction problems by skip counting on the number line and the number grid. (D)</p> <p>Solve simple number stories. (D)</p>	<p>Math Boxes</p> <p>Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments</p>	<p>Mental Math and Reflexes</p> <p>Whole-Class Activity</p> <p>Independent Activity</p> <p>Ongoing Learning and Practice</p> <p>Independent Activity</p> <p>Differentiated Instruction</p> <p>Small Group Activity</p> <p>Partner Activity</p>	<p>-Solve change to more and change to less number stories.</p> <p>-Introduce addition on the number line.</p> <p>-Introduce subtraction on the number line.</p> <p>-Adding and subtracting on the number line.</p> <p>-Math Boxes.</p> <p>-Making up and solving penny stories.</p> <p>-Students practice minute math routines.</p>
3.7 Telling Time to the Half-Hour	What have you learned about how to tell time on an analog clock?	4.2 D.3	<p>Solve addition and subtraction problems by skip counting on the number line and the number grid. (D)</p>	<p>Math Boxes</p> <p>Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments</p>	<p>Mental Math and Reflexes</p> <p>Whole-Class Activity</p> <p>Ongoing Learning and Practice</p>	<p>-Practice addition and subtraction routines on a number grid.</p> <p>-Revisit telling time on an analog clock.</p> <p>-Introduce telling time to the</p>

			Tell time to the nearest half-hour. (D)	Written Assessments Performance/Group Assessments	Independent Activity Differentiated Instruction Small Group Activity	half-hour. -Find missing numbers on number lines. -Math Boxes. -Order clocks by time displayed.
3.8 Introduction to the Frames-and-Arrows Routine	What are the patterns to complete Frames-and-Arrows diagrams?	4.3 C.2 4.4 C.2, D.3, D.4 4.5 B.1, F.5	Complete Frames-and-Arrows diagrams. (B) (D)  Tell time to the nearest half-hour. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Discussion and Activity Partner Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity Independent Activity	-Solve skip counting problems using a “start at/count by” template. -Introduce the Frames-and-Arrows routine. -Solve Frames-and-Arrows problems. -Telling time. -Math Boxes. -Solve Frames-and-Arrows Problems. -Students practice minute math routines.
3.9 More Frames-and-Arrows Problems	What are the missing numbers in Frames-and-Arrows diagrams?	4.5 C.2	Complete Frames-and-Arrows diagrams. (B) (D)  Solve addition and subtraction problems by skip counting on the number line and the number grid. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Partner Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity Whole-Class Activity	-Solve problems by counting up and back on numbers grids, starting at any number. -Find the arrow rule. -Make up Frames-and-Arrows problems. -Solve Frames-and-Arrows problems. -Add on the number grid. -Math Boxes. -Skip counting on the number line. -Students practice minute math routines.
3.10 Counting with a Calculator	How do you count up and back on the calculator?	4.1 A.2 4.3 A.1 4.5 A.3, E.2, F.2,	Know the values of pennies, nickels, and dimes, and calculate the	Math Boxes Ongoing Assessment: Kid Watching	Mental Math and Reflexes Whole-Class	-Solve stop-and-start counts by 5s and then by 1s. -Count up and back with a

		F.4	values of combinations of these coins. (D)	Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Activity Independent Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity Partner Activity Independent Activity	calculator. -Count up, starting with any number. -Count with a calculator. -Subtract on the number grid. -Math Boxes. -Play penny-nickel exchange. -Check Frames-and-Arrows problems with a calculator. -Students practice minute math routines.
3.11 Dimes	How much money would the class have if each child had a dime?	4.1 A.4 4.5 A.1, C.5	Complete Frames-and-Arrows diagrams. (B) (D)  Know the values of pennies, nickels, and dimes, and calculate the values of combinations of these coins. (D)  Solve simple number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Partner Activity	-Solve parts-and-total number stories. -Introduce dollars and cents notation. -Exchange pennies and nickels for dimes. -Complete frames-and-arrows diagrams. -Math Boxes. -Exchange coins. -Play coin top-it.
3.12 Counting Dimes, Nickels, and Pennies	What is the value of collections of dimes, nickels, and pennies?	4.1 A.2, A.4, A.5 4.3 A.1, B.1 4.5 E.3, F.1, F.6	Know the values of pennies, nickels, and dimes, and calculate the values of combinations of these coins. (D)  Solve simple number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Whole-Class Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Solve parts and total number stories. -Count collections of the same kind of coin. -Count combinations of dimes, nickels, and pennies. -Math Boxes. -Play Coin-Dice. -Play dime-nickel-penny grab. -Students practice minute math routines.
3.13 Data Day	How do you use class choices to make a line	4.3 A.1, C.1 4.4 A.1, B.2	Identify and complete patterns. (D)	Math Boxes Ongoing Assessment:	Mental Math and Reflexes	-Solve number stories. -Make a line plot.

	plot?	4.5 C.3, D.2, E.1, 3, F.1, 2, 3	<p>Identify numbers as even or odd. (D)</p> <p>Know the values of pennies, nickels, and dimes, and calculate the values of combinations of these coins. (D)</p> <p>Solve simple number stories. (D)</p>	<p>Kid Watching Portfolio Ideas</p> <p>Oral and Slate Assessments</p> <p>Written Assessments</p> <p>Performance/Group Assessments</p>	<p>Whole-Class Activity</p> <p>Ongoing Learning and Practice</p> <p>Partner Activity</p> <p>Independent Activity</p> <p>Differentiated Instruction</p> <p>Small Group Activity</p> <p>Whole Class Activity</p>	<p>-Look for even/odd number pattern in a calendar.</p> <p>-Math Boxes.</p> <p>-Make a line plot.</p> <p>-Students practice minute math routines.</p>
3.14 Domino Addition	How do you use the parts and total diagrams to find the total number of dots on a domino?	4.1 B.1, 2, 3, C.1 4.2 A.4 4.3 A.1	<p>Identify and complete patterns. (D)</p> <p>Identify numbers as even or odd. (D)</p>	<p>Math Boxes</p> <p>Ongoing Assessment:</p> <p>Kid Watching Portfolio Ideas</p> <p>Oral and Slate Assessments</p> <p>Written Assessments</p> <p>Performance/Group Assessments</p>	<p>Mental Math and Reflexes</p> <p>Whole-Class Activity</p> <p>Ongoing Learning and Practice</p> <p>Partner Activity</p> <p>Independent Activity</p> <p>Differentiated Instruction</p> <p>Small Group Activity</p> <p>Whole Class Activity</p>	<p>-Practice even and odd numbers.</p> <p>-Explore dot patterns on halves of dominoes.</p> <p>-Introduce number combinations on entire dominoes, not on isolated halves.</p> <p>-Play domino top-it.</p> <p>-Find the total numbers of dots on dominoes.</p> <p>-Math Boxes.</p> <p>-Explore sums of even and odd numbers.</p> <p>-Students practice minute math routines.</p>
3.15 Unit 3 Review and Assessment	To review and assess students progress on the material covered in Unit 3.	4.3 A.1	<p>Identify and complete patterns. (D)</p> <p>Identify numbers as even or odd. (D)</p> <p>Solve addition and subtraction problems by skip counting on the number line and the number grid. (D)</p>	<p>Math Boxes</p> <p>Ongoing Assessment:</p> <p>Kid Watching Portfolio Ideas</p> <p>Math Message</p> <p>Oral and Slate Assessments</p> <p>Written Assessments</p> <p>Performance/Group Assessments</p>	<p>Assess Progress</p> <p>Build Background for Unit 4</p>	<p>-Oral and Slate Assessments</p> <p>-Written Assessments</p> <p>-Alternative Assessments</p>

			<p>Know the values of pennies, nickels, and dimes, and calculate the values of combinations of these coins. (D)</p> <p>Complete Frames-and-Arrows diagrams. (B) (D)</p> <p>Solve simple number stories. (D)</p> <p>Tell time to the nearest half-hour. (D)</p>			
<p><b>Unit 4</b></p> <p><b>Measurement and Basic Facts</b></p> <p><b>Late November-Late December</b></p>						
4.1 Math Message and Reading a Thermometer	What are the features of a thermometer and how do they work?	4.2 D.3 4.4 B.1 4.5 A.3, C.3, E.1,2, F.2,4	<p>Find simple sums and missing addends. (D)</p> <p>Order and compare numbers to 22. (D) (S)</p>	<p>Math Boxes</p> <p>Ongoing Assessment:</p> <p>Kid Watching</p> <p>Portfolio Ideas</p> <p>Math Message</p> <p>Oral and Slate Assessments</p> <p>Written Assessments</p> <p>Performance/Group Assessments</p>	<p>Mental Math and Reflexes</p> <p>Math Message</p> <p>Whole-Class Discussion</p> <p>Whole-Class Activity</p> <p>Ongoing Learning and Practice</p> <p>Partner Activity</p> <p>Independent Activity</p> <p>Differentiated Instruction</p> <p>Independent Activity</p>	<p>-Count up and back by 2s.</p> <p>-Introduce the Math Message Routine.</p> <p>-Math Message Follow-Up.</p> <p>-Review Thermometers and how to read them.</p> <p>-Read temperatures to the nearest ten degrees.</p> <p>-Read temperatures to the nearest two degrees.</p> <p>-Compare numbers while playing domino top-it.</p> <p>-Math Boxes.</p> <p>-Reading a thermometer.</p>
4.2 Nonstandard Linear Measures	How do you use parts of your body to measure lengths of objects?	4.2 D.1,3,4	Find simple sums and missing addends. (D)	<p>Math Boxes</p> <p>Ongoing Assessment:</p> <p>Kid Watching</p> <p>Portfolio Ideas</p>	<p>Mental Math and Reflexes</p> <p>Math Message</p> <p>Whole-Class</p>	<p>-Count up and back on the number grid.</p> <p>-Math message follow-up.</p> <p>-Measure things with fingers,</p>

				Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Discussion Whole-Class Activity Independent Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity	hands, feet, and arms. -Compare individual heights to things in the classroom. -Play two-fisted penny addition using 8 and 18 pennies. -Math Boxes. -Measuring with stacking cubes. -Arrange objects by length.
4.3 Personal "Foot" and Standard Foot	How do you measure objects with your personal feet and with a standard foot?	4.2 D.2,3,4, E.2 B.1	Use standard units for measuring length. (B) (D)  Calculate the values of coin combinations. (D)  Solve simple number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity Whole Class Activity	-Solve change to more and change to less number stories. -Math Message follow-up. -Measure with construction paper cutouts of children's feet. -Measure with a standard foot long foot. -Play coin-dice. -Math Boxes. -Name things that are about 1 foot long, 2 feet long, and so on. -Discuss how big is a foot.
4.4 The Inch	How do you measure using 1 inch objects and with a one inch ruler?	4.2 D.3 4.5 A.3, E.2, F.2, 4	Use standard units for measuring length. (B) (D)  Tell time to the nearest half-hour. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Discussion Whole-Class Activity Ongoing Learning and Practice Partner Activity	-Show amounts of money with coins. -Math Message follow-up. -Introduce the inch as a standard unit of length. -Measure in inches with the cutout ruler. -Play time match. -Math Boxes. -Introduce the yard.

					Independent Activity Differentiated Instruction Small Group Activity Independent Activity	-Trace feet into cutouts. -Measure with cubes and compare with a ruler.
4.5 The 6-Inch Ruler	What do the markings on a 6 inch ruler mean and how do you use them?	4.1 C.2 4.2 D.2, 3, 4, E.2 4.4 C.1 4.5 A.2, D.5,6	Use standard units for measuring length. (B) (D)  Find simple sums and missing addends. (D)  Order and compare numbers to 22. (D) (S)  Tell time to the nearest half-hour. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes7 Math Message Whole-Class Discussion Partner Activity Whole-Class Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity Independent Activity	-Use tool-kit clocks to tell time. -Math message follow-up. -Estimate the length of an object. -Measure objects with the 6 inch ruler. -Measure and draw line segments. -Play domino top-it. -Math Boxes. -Start the Jack and the Beanstalk project. -Measure objects longer than 6 inches. -Practice minute math routines.
4.6 Measuring with a Tape Measure	How do you use a tape measure to measure curved and flat objects?	4.2 D.1, 3, E.1	Use standard units for measuring length. (B) (D)  Find simple sums and missing addends. (D)  Solve simple number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Partner Activity Ongoing Learning and Practice Independent Activity	-Solve parts and total number stories. -Math message follow-up. -Introduce tape measures. -Measure around and across things. -Measure parts of the body. -Find totals in domino dot patterns. -Math Boxes. -Making a measurement book.

					Differentiated Instruction Independent Class Activity	
4.7 Exploring Data, Shapes, and Base-10 Blocks.	How do you use measurements as data in a line plot?	4.2 A.2, D.1, 2, 4, E.2 4.4 C.1 4.5 A.2,3, B.2, E.1, 2, F.1, 2, 3, 4	Use standard units for measuring length. (B) (D)  Find simple sums and missing addends. (D)  Solve simple number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Discussion Small-Group Activity Whole-Class Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity	-Solve number stories. -Math Message follow-up. -Explore measuring children's heights and making a line plot. -Explore shapes on the geoboard. -Explore building structures with base-10 blocks. -Explore making a bar graph and finding a typical height. -Sort dominoes by the total number of dots. -Math Boxes. -Make an inch collection.
4.8 Telling Time on the Quarter-Hour	What are the movements of the hour and minute hands?	4.1 C.1, 3 4.2 D.3 4.4 A.2	Find simple sums and missing addends. (D)  Order and compare numbers to 22. (D) (S)  Tell time to the nearest half-hour. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Discussion Whole-Class Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity Independent Activity	-Do stop and start counting by 10s, 5s, and 1s. -Math message follow-up. -Review the hour and half-hour times. -Tell time to the quarter-hour. -Practice telling time on the quarter-hour and half-hour. -Play domino top-it. -Play two-fisted penny addition using 9 pennies and 17 pennies. -Math Boxes. -Telling time. -Order clocks by the time they display.

4.9 Timelines	How do you draw 24 hours into a timeline?	4.1 A.3 4.5 A.2, B.1, C.1, 3, 4, 5, 6	Find simple sums and missing addends. (D)  Solve simple number stories. (D)  Tell time to the nearest half-hour. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity Independent Activity	-Solve number stories. -Math message follow-up. -Introduce timelines. -Make a timeline. -Show times on the quarter-hour. -Practice domino parts and total. -Math Boxes. -Make a storybook timeline. -Answer how long is a minute?
4.10 Number Scrolls	What is a number scroll?	4.1 A.5 4.3 A.1 4.5 A.3, E.1, F.1, 4	Calculate the values of coin combinations. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Whole-Class Activity Differentiated Instruction Independent Activity Whole Class Activity	-Solve coin combination problems. -Math message follow-up. -Introduce scrolls. -Fill in a 100-number grid. -Construct a number scroll. -Explore base-10 blocks. -Play time match with quarter-hours. -Math Boxes. -Construct a class number grid. -Continue working on scrolls.
4.11 Introducing Fact Power	What does it mean to have fact power?	4.1 B.1, 2, 3, 4	Find simple sums and missing addends. (D)  Order and compare	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas	Mental Math and Reflexes Math Message Whole-Class	-Count up and back on the number grid and using a calculator. -Math message follow-up.

			numbers to 22. (D) (S)	Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Partner Activity	-Introduce addition facts. -Discuss fact power. -Find sums. -Read and set temperatures. -Math Boxes. -Play High Roller.
4.12 Good Fact Habits	What are good fact habits?	4.1 B.3, 4	Find simple sums and missing addends. (D)  Order and compare numbers to 22. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Partner Activity Ongoing Learning and Practice Small Group Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Practice counting with longs and cubes. -Math message follow-up. -Reinforce fact reflexes. -Introduce shaker addition top-it. -Color by number. -Bundle craft sticks. -Math Boxes. -Play a variation of shaker addition top-it. -Play High Roller to 20. -Practice minute math routines.
4.13 Unit 4 Review and Assessment	To review and assess students progress on the material covered in Unit 4.	4.1, 2, 3, 4, 5	Find simple sums and missing addends. (D)  Order and compare numbers to 22. (D) (S)  Calculate the values of coin combinations. (D)  Use standard units for	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Assess Progress Build Background for Unit 5	-Math Message. -Math message follow-up. -Oral and Slate Assessments -Written Assessments -Alternative Assessments

			measuring length. (B) (D) Solve simple number stories. (D) Tell time to the nearest half-hour. (D) (S)			
<b>Unit 5 Place Value, Number Stories, and Basic Facts</b>  <b>Late December-Late January</b>						
5.1 Place Value: Tens and Ones	What are place value concepts for tens and ones?	4.1 A.2 4.3 B.1	Understand place value for longs and cubes. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity Independent Activity	-Practice telling times on tool-kit clocks. -Math message follow-up. -Name numbers with base-10 blocks. -Make exchanges with base-10 blocks. -Solve numbers for collections of base-10 blocks. -Solve frames and arrows diagrams. -Math Boxes. -Add and take away longs. -Count on the number grid.
5.2 Place Value with Calculators	What are place-value digit patterns?	4.1 A.2 4.2 A.4 4.3 A.1 4.5 A.3, E.2, F.2, 4	Understand place value for longs and cubes. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Ongoing Learning and Practice	-Practice using longs and cubes. -Math message follow-up. -Add 1 to 99. -Investigate digit patterns in counts by 1s. -Investigate digit patterns in counts by 10s.

				Written Assessments Performance/Group Assessments	Partner Activity Independent Activity Differentiated Instruction Small Group Activity Independent Activity	-Investigate the role of place in the value of digits. -Play two fisted penny addition. -Math Boxes. -Discuss the role of digits in Writing Numbers. -Build with base-10 blocks. -Practice minute math routines.
5.3 Relations: Greater Than, Less Than, and Equal To	What are the methods of distinguishing between the relation symbols <and>?	4.1 C.1	Understand place value for longs and cubes. (D)  Compare numbers using <and>. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Compare pairs of numbers. -Math message follow-up. -Introduce the <and> relation symbols. -Play top-it with relation symbols. -Play the tens and ones trading game. -Math Boxes. -Play secret number. -Practice minute math routines.
5.4 Exploring Area, Weight, and Counting	How do you find area by covering a surface with a unit? How do you find sets of objects that weigh the same? How do you devise and carry out a plan for counting out large numbers of pennies?	4.1 C.3 4.5 D.5, 6	Understand place value for longs and cubes. (D)  Know +1, +0, doubles, and sums of 10 addition facts. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Small-Group Activity Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity	-Practice using longs and cubes. -Math message follow-up. -Cover a surface. -Explore estimating and finding the area of a surface. -Explore finding sets of objects that weigh the same. -Explore counting large numbers of pennies. -Estimate approximate area. -Play a math game. -Math Boxes. -Practice minute math routines.

					Differentiated Instruction Small Group Activity	
5.5 Animal Weights	How do you use base-10 blocks to add 2 digit numbers?	4.1 A.2, B.5 4.3 C.1 4.5 A.3, B.3, C.1	Understand place value for longs and cubes. (D)  Know +1, +0, doubles, and sums of 10 addition facts. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Small Group/Partner Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Write number facts using domino numbers. -Use base-10 blocks to find total weight. -Find total weight. -Play shaker addition top-it. -Math Boxes. -Play animal weight top-it. -Practice minute math routines.
5.6 More Than and Less Than Number Stories	How do you write number models for number stories?	4.1 B.1, 2, 4, C.1 4.5 A.2, E.1	Compare numbers using <and>. (D)  Solve simple number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction	-Write before and after numbers. -Math message follow-up. -Introduce number models for relation number stories. -Use <and> in number models. -Order animal cards by weight. -Math Boxes. -Compare Animal weights.

					Independent Activity	
5.7 Comparison Number Stories	What number stories involve finding differences?	4.1 B.1, 2 4.5 A.2, E.1	Compare numbers using <and>. (D)  Solve simple number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Discussion Partner Activity Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity Independent Activity	-Solve coin combinations. -Math message follow-up. -Find how much more or less. -Play the difference game. -Play domino top-it. -Math Boxes. -Find differences. -Compare the values of sets of coins. -Practice minute math routines.
5.8 Solving Number Stories	How do you solve number stories involving relations, addition, and subtraction?	4.1 B.1, 2, C.2 4.5 A.2, 5, D.4	Understand place value for longs and cubes. (D)  Compare numbers using <and>. (D)  Solve simple number stories. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Independent Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Partner Activity	-Solve number problems. -Math message follow-up. -Solve number stories involving addition and subtraction. -Make up and solve number stories. -Use the number line to find differences. -Math Boxes. -Make a classroom number-story book.
5.9 Dice Sums	What are sums generated by rolling pairs of dice?	4.1, B.1, 2, 3, 4 4.4 B.1	Understand place value for longs and cubes. (D)  Compare numbers using <and>. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message	Mental Math and Reflexes Math Message Whole-Class Activity	-Practice rounding and place-value skills. -Math message follow-up. -Investigate frequency of sums from dice rolls.

			<p>Solve simple number stories. (D)</p> <p>Know +1, +0, doubles, and sums of 10 addition facts. (D)</p>	<p>Oral and Slate Assessments</p> <p>Written Assessments</p> <p>Performance/Group Assessments</p>	<p>Partner Activity</p> <p>Ongoing Learning and Practice</p> <p>Small Group Activity</p> <p>Independent Activity</p> <p>Differentiated Instruction</p> <p>Small Group Activity</p> <p>Partner Activity</p>	<p>-Compare values of sets of base-10 blocks.</p> <p>-Math Boxes.</p> <p>-Color by number picture.</p>
5.10 Turn-Around Facts	What is the turn-around rule for addition?	4.1 B.1, 4, 8 4.3 D.1	<p>Find the missing numbers and/or the missing rule in “What’s My Rule?” problems. (B)</p> <p>Solve simple number stories. (D)</p> <p>Know +1, +0, doubles, and sums of 10 addition facts. (D)</p>	<p>Math Boxes</p> <p>Ongoing Assessment:</p> <p>Kid Watching</p> <p>Portfolio Ideas</p> <p>Math Message</p> <p>Oral and Slate Assessments</p> <p>Written Assessments</p> <p>Performance/Group Assessments</p>	<p>Mental Math and Reflexes</p> <p>Math Message</p> <p>Whole-Class Discussion</p> <p>Partner Activity</p> <p>Ongoing Learning and Practice</p> <p>Whole Class Activity</p> <p>Independent Activity</p> <p>Differentiated Instruction</p> <p>Small Group Activity</p> <p>Independent Activity</p>	<p>-Solve simple number stories.</p> <p>-Math message follow-up.</p> <p>-Play the turn around facts game.</p> <p>-Discuss patterns in the turn around facts record.</p> <p>-Play the magic bean bag game.</p> <p>-Math Boxes.</p> <p>-Investigate subtraction and the turn around rule.</p> <p>-Continue work on number scrolls.</p>
5.11 “Easy” Facts	What are the patterns in the +0 and +1 facts?	4.1 B.3	<p>Know +1, +0, doubles, and sums of 10 addition facts. (D)</p>	<p>Math Boxes</p> <p>Ongoing Assessment:</p> <p>Kid Watching</p> <p>Portfolio Ideas</p> <p>Math Message</p> <p>Oral and Slate Assessments</p> <p>Written Assessments</p> <p>Performance/Group Assessments</p>	<p>Mental Math and Reflexes</p> <p>Math Message</p> <p>Whole-Class Activity</p> <p>Whole-Class Discussion</p> <p>Ongoing Learning and Practice</p> <p>Partner Activity</p>	<p>-Perform several actions in sequence.</p> <p>-Math message follow-up.</p> <p>-+0 and +1 fact patterns.</p> <p>-Practice doubles facts and facts whose sums are 10.</p> <p>-Introduce beat the calculator.</p> <p>-Measure to the nearest inch.</p> <p>-Math Boxes.</p> <p>-Play penny cup.</p>

					Independent Activity Differentiated Instruction Partner Activity	
5.12 “What’s My Rule?”	What is the “What’s My Rule?” routine?	4.3 B.1 4.4 A.2	Find the missing numbers and/or the missing rule in “What’s My Rule?” problems. (B)  Understand place value for longs and cubes. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity	-Play beat the calculator. -Math message follow-up. -Introduce the “What’s My Rule?” routine. -Solve “What’s My Rule?” problems. -Play tens and ones trading game. -Math Boxes. -Solve “What’s My Rule?” problems.
5.13 Applying Rules	How do you find the output for given rules and input numbers?	4.1 C.2 4.3 B.1 4.4 A.1 4.5 A.5, B.1, D.2, 4, E.1	Find the missing numbers and/or the missing rule in “What’s My Rule?” problems. (B)  Understand place value for longs and cubes. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity	-Play beat the calculator. -Math message follow-up. -Apply rules. -Find and apply rules. -Play penny nickel dime exchange. -Math Boxes. -Solve “What’s My Rule?” problems. -Simulate a function machine on the calculator.

5.14 Unit 5 Review and Assessment	To review and assess students progress on the material covered in Unit 5.	4.1, 2, 3, 4, 5	<p>Find the missing numbers and/or the missing rule in “What’s My Rule?” problems. (B)</p> <p>Solve simple number stories. (D)</p> <p>Know +1, +0, doubles, and sums of 10 addition facts. (D)</p> <p>Understand place value for longs and cubes. (D)</p> <p>Compare numbers using &lt;and&gt;. (D)</p>	<p>Math Boxes</p> <p>Ongoing Assessment:</p> <p>Kid Watching</p> <p>Portfolio Ideas</p> <p>Math Message</p> <p>Oral and Slate Assessments</p> <p>Written Assessments</p> <p>Performance/Group Assessments</p>	<p>Partner Activity</p> <p>Assess Progress</p> <p>Build Background for Unit 6</p>	<p>-Math Message.</p> <p>-Math message follow-up.</p> <p>-Oral and Slate Assessments</p> <p>-Written Assessments</p> <p>-Alternative Assessments</p>
<p><b>Unit 6</b></p> <p><b>Developing Fact Power</b></p> <p><b>Late January-Late February</b></p>						
6.1 The Addition/Subtraction Facts Table	What are the patterns in the sums obtained from throws of two dice?	4.1 B.1, 2, 3, 8 4.4 A.2, B.1 4.5 D.5	Learn simple addition facts. (B) (D)	<p>Math Boxes</p> <p>Ongoing Assessment:</p> <p>Kid Watching</p> <p>Portfolio Ideas</p> <p>Math Message</p> <p>Oral and Slate Assessments</p> <p>Written Assessments</p> <p>Performance/Group Assessments</p>	<p>Mental Math and Reflexes</p> <p>Math Message</p> <p>Whole-Class Activity</p> <p>Partner Activity</p> <p>Ongoing Learning and Practice</p> <p>Individual Activity</p> <p>Independent Activity</p> <p>Differentiated Instruction</p> <p>Independent</p>	<p>-Use tool kit coins to show money amounts.</p> <p>-Math message follow up.</p> <p>-Make a dice-throw record of facts.</p> <p>-Introduce the addition/subtraction facts table.</p> <p>-Introduce addition top-it.</p> <p>-Copy height information from math journal 1 to math journal 2.</p> <p>-Math Boxes.</p> <p>-Use the addition/subtraction facts table.</p> <p>-Practice minute math routines.</p>

					Activity Small Group Activity	
6.2 Equivalent Names	How are name collection boxes devices for collecting equivalent names for numbers?	4.4 C.1 4.5 A.2, 3, B.3	Learn simple addition facts. (B) (D)  Find many names for a number. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity Small Group Activity	-Practice writing before and after numbers. -Math message follow up. -Discuss equivalent names in everyday life. -Illustrate equivalence using a pan balance. -Introduce name collection boxes. -Find equivalent names for numbers. -Use the addition/subtraction facts table. -Play addition top-it. -Math Boxes. -Making a name collection box poster. -Solve name collection box problems. -Practice minute math routines.
6.3 Fact Families	What are fact families?	4.3 D.1	Learn simple addition facts. (B) (D)  Find many names for a number. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Independent Activity Ongoing Learning and Practice Whole-Class Activity Independent Activity Differentiated Instruction Independent Activity	-Solve simple number stories. -Math message follow up. -Introduce addition/subtraction fact families. -Write addition/subtraction fact families. -Investigate equivalent names. -Math Boxes. -Play the difference game. -Generating fact families.

					Partner Activity	
6.4 Fact Triangles	How do you use Fact Triangles for addition and subtraction?	4.1 B.1, 8 4.3 D.1 4.5 F.1, 5	Learn simple addition facts. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Small Group Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Partner Activity	-Practice stop and start counting. -Math message follow up. -Introduce fact triangles. -Generate fact families. -Play beat the calculator. -Play the fact power game. -Math Boxes. -Play shaker addition top-it.
6.5 Using the Addition/Subtraction Facts Table for Subtraction	What is the relationship between addition and subtraction?	4.1 B.1, 8 4.3 D.1	Learn simple addition facts. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity Small Group Activity	-Choral counts by 25s. -Math message follow up. -Use the addition/subtraction facts table to solve subtraction problems. -Generate fact families from fact triangles. -Play addition top-it. -Math Boxes. -Solve "What's My Rule?" problems. -Practice minute math routines.
6.6 The Centimeter	What is a centimeter?	4.2 D.3 4.5 A.1, 3, C.5, E.2, F.1, 4	Measure objects to the nearest centimeter. (B)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Ongoing Learning	-Practice place value with overhead base-10 blocks. -Math message follow up. -Develop a sense of a 10 centimeter length. -Measure and draw line segments. -Play the tens and ones trading

				Performance/Group Assessments	and Practice Whole Class Activity Independent Activity Differentiated Instruction Small Group Activity	game. -Math Boxes. -Introduce the meter.
6.7 Exploring Pattern Blocks, Addition Facts, and Triangles	How many pattern blocks are needed to cover a larger block?	4.1 B.3 4.2 A.1, 2, 3	Measure objects to the nearest centimeter. (B)  Learn simple addition facts. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Small Group Activity Whole-Class Discussion Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity	-Count by 25s to 300 using quarters. -Math message follow up. -Explore finding the relationships among pattern blocks. -Explore practicing addition. -Explore making triangle shapes on the geoboard. -Play math games. -Complete the set of fact triangles. -Math Boxes. -Continuing work on number scrolls.
6.8 Addition Facts Practice with “What’s My Rule?”	How do you find the missing input numbers for “What’s My Rule?” routines?	4.3 C.2, D.1	Calculate the value of coin combinations-penny, nickel, dime, quarter. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity	-Practice showing and telling times with tool kit clocks. -Math message follow up. -Review the “What’s My Rule?” routine. -Play dime nickel penny grab. -Math Boxes. -Solve “What’s My Rule?” problems.

6.9 Quarters	How do you find the value of collections of coins?	4.1 A.4 4.5 B.1, E.3	Measure objects to the nearest centimeter. (B)  Calculate the value of coin combinations-penny, nickel, dime, quarter. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Partner Activity Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Show times on tool kit clocks. -Math message follow up. -Introduce the quarter. -Count by 25s. -Count combinations of quarters, dimes, nickels, and pennies. -Show money amounts with different coin combinations. -Counting coins. -Find objects that are 1 cm and 10 cm long. -Math Boxes. -Play coin top-it. -Practice minute math routines.
6.10 Digital Clocks	How do you identify the number of minutes around a clock? How do you associate the time on an analog clock with the time on a digital clock?	4.2 D.3 4.5 C.4, E.2	Understand digital notation for time. (B)  Calculate the value of coin combinations-penny, nickel, dime, quarter. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Solve number stories. -Math message follow up. -Count the minutes in an hour. -Introduce the 5 minute interval marks on the analog clock. -Introduce the digital clock. -Use digital notation. -Play coin exchange. -Math Boxes. -Play time match. -Practice minute math routines.
6.11 Timing in Seconds	How do you use the second hand for timing tasks?	4.2 D.3, 4, E.2 4.5 A.3, E.2, F.2, 4	Understand digital notation for time. (B)	Math Boxes Ongoing Assessment: Kid Watching	Mental Math and Reflexes Math Message	-Show times on tool kit clocks. -Math message follow up. -Introduce the second hand.

			Learn simple addition facts. (B) (D)	Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Whole-Class Activity Partner Activity Ongoing Learning and Practice Small Group Activity Independent Activity Differentiated Instruction Independent Activity Whole Class Activity	-Time activities in seconds. -Time me activities. -Play beat the calculator. -Math Boxes. -Explore ways to count seconds. -Write a timing me number story.
6.12 Data Landmarks	What are statistical range and middle value?	4,4 A.2, C.1 4.5 A.2, 4, E.1, 3, F.1	Learn simple addition facts. (B) (D)  Calculate the value of coin combinations-penny, nickel, dime, quarter. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Whole Class Activity	-Count coin combinations. -Math message follow up. -Time a calculator count. -Make a bar graph. -Play addition top-it. -Math Boxes. -Time another calculator count. -Analyze sets of data.
6.13 Unit 6 Review and Assessment	To review and assess children's progress on the material covered in Unit 6.	4.5 F.1	Measure objects to the nearest centimeter. (B)  Calculate the value of coin combinations-penny, nickel, dime, quarter. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments	Assess Progress Build Background for Unit 7	-Math Message. -Math message follow-up. -Oral and Slate Assessments -Written Assessments -Alternative Assessments

			<p>Learn simple addition facts. (B) (D)</p> <p>Understand digital notation for time. (B)</p> <p>Find many names for a number. (D)</p>	Written Assessments Performance/Group Assessments		
<b>Unit 7 Geometry and Attributes</b>						
<b>Late February-Late March</b>						
7.1 Attribute Rules	How do you sort attribute blocks according to attribute rules?	4.2 A.2 4.4 D.3 4.5 B.1	Sort and identify objects by attributes. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Whole Class Activity	-Play beat the calculator. -Math message follow up. -Introduce the attributes of attribute blocks. -Sort attribute blocks by attribute rules. -Collecting attribute blocks according to rules. -Count coin combinations. -Math Boxes. -Play “Who Am I Thinking Of?”
7.2 Exploring Attributes, Designs, and Fact Platters	How do you sort attribute blocks according to attribute rules?	4.2 A.1 4.5 B.3, D.2, E.1	Sort and identify objects by attributes. (B) (D)  Know addition facts. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Small Group Activity Partner Activity Ongoing Learning and Practice Partner Activity	-Practice using fact triangles. -Math message follow up. -Play Guess the Rule with attribute blocks. -Explore by playing the attribute train game. -Explore by making attribute block designs. -Explore using a fact platter fact generator. -Play an addition fact game. -Math Boxes. -Practice minute math routines.

					Independent Activity Differentiated Instruction Small Group Activity	
7.3 Pattern-Block and Template Shapes	What are some characteristics that help you identify shapes?	4.2 A.2	Identify polygons and know their characteristics. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Small Group Discussion Ongoing Learning and Practice Independent Activity Differentiated Instruction Independent Activity	-Practice show and telling times on tool kit clocks. -Math message follow up. -Identify pattern block shapes. -Measure and draw line segments in inches and centimeters. -Math Boxes. -Build and draw a pattern block design.
7.4 Making Polygons	What makes a shape polygons?	4.2 A.1	Identify polygons and know their characteristics. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity	-Count by 25's and name amounts of money. -Math message follow up. -Construct straw polygons. -Discuss similarities and differences among shapes. -Investigate flipping pennies. -Math Boxes. -Making shape collages. -Practice minute math routines.
7.5 Spheres, Cylinders, and Rectangular Prisms	What are the characteristics of 3 dimensional shapes?	4.5 A.2	Identify 3 dimensional shapes and know their characteristics. (B)	Math Boxes Ongoing Assessment: Kid Watching	Mental Math and Reflexes Math Message	-Practice using base 10 blocks. -Math message follow up. -Start a shapes museum with a

				Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Whole-Class Activity Whole-Class Discussion Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity	display of 3 dimensional objects. -Play the tens and ones trading game. -Math Boxes. -Matching shape attributes. -Practice minute math routines.
7.6 Pyramids, Cones, and Cubes	What are the characteristics of 3 dimensional shapes?	4.2 A.2	Identify 3 dimensional shapes and know their characteristics. (B)  Identify polygons and know their characteristics. (B) (D)  Know addition facts. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Partner Activity Small Group Activity Whole Class Activity	-Solve before and after problems. -Math message follow up. -Discuss the characteristics of pyramids, cones, and cubes. -Review the six 3 dimensional shapes. -Identifying the shapes of various objects. -Investigate polygons with geoboards. -Math Boxes. -Identifying shapes using touch. -Build shapes with marshmallows. -Discuss other names for shapes.
7.7 Symmetry	What makes a shape symmetrical?	4.2 A.1, 3	Identify 3 dimensional shapes and know their characteristics. (B)  Identify symmetrical figures. (B)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate	Mental Math and Reflexes Math Message Whole-Class Activity Ongoing Learning	-Practice telling time using tool kit clocks. -Math message follow up. -Make symmetrical shapes. -Play stand up if... -Math Boxes.

			Identify polygons and know their characteristics. (B) (D)	Assessments Written Assessments Performance/Group Assessments	and Practice Whole Class Activity Independent Activity Differentiated Instruction Independent Activity	-Make symmetry cards.
7.8 Unit 7 Review and Assessment	To review and assess children's progress on the material covered in Unit 7.	4.2 4.5 4.1	Identify 3 dimensional shapes and know their characteristics. (B)  Identify symmetrical figures. (B)  Identify polygons and know their characteristics. (B) (D)  Sort and identify objects by attributes. (B) (D)  Know addition facts. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Assess Progress Build Background for Unit 8	-Math Message. -Math message follow-up. -Oral and Slate Assessments -Written Assessments -Alternative Assessments
<b>Unit 8 Mental Arithmetic, Money, and Fractions</b>  <b>Late March-Late April</b>						
8.1 Review: Money	How do you count and exchange coins?	4.1 A.4 4.5 A.2, 3, 4	Count sets of quarters, dimes, nickels, and pennies. (D)  Understand place value for 10s and 1s. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Partner Activity Ongoing Learning	-Practice counting base 10 blocks. -Math message follow up. -Review counting combinations of coins. -Review showing an amount of money. -Play coin exchange. -Find values of sets of coins.

				Assessments	and Practice Independent Activity Differentiated Instruction Independent	-Identify geometric shapes. -Math Boxes. -Solve coin riddles.
8.2 Dollars	How do you use money to explore place value?	4.1 A.4 4.5 A.3	Count sets of quarters, dimes, nickels, and pennies. (D)  Understand place value for 10s and 1s. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Small Group Activity Whole-Class Discussion Whole-Class Activity Partner Activity Independent Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Independent Activity Small Group Activity	-Solve greater than, less than, or equal to problems. -Math message follow up. -Examine the dollar bill. -Purchase items for a dollar. -Use money notation and vocabulary. -Introduce one dollar exchange. -Solve broken calculator puzzles. -Compare money amounts. -Math Boxes. -Make a dollar book. -Practice minute math routines.
8.3 Place Value: Hundreds, Tens, and Ones	What are the concepts of hundreds place value?	4.1 A.2	Understand place value for 10s and 1s. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Independent Activity Ongoing Learning and Practice Independent Activity Differentiated	-Play beat the calculator. -Math message follow up. -Name numbers shown with base-10 blocks. -Make exchanges with base 10 blocks. -Write numbers for collections of base 10 blocks. -Measure and draw line segments. -Math Boxes. -Ordering numbers with base 10

					Instruction Small Group Activity	blocks. -Practice minute math routines.
8.4 Application: Shopping at the School Store	How do you solve number stories that include addition and subtraction?	4.1 A.3, B.1, 2, 4 4.3 C.2 4.5 A.2, 3, B.3, E.1, 4	Solve number stories. (D)  Understand place value for 10s and 1s. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity	-Practice identifying and showing numbers with base 10 blocks. -Math message follow up. -Make up and solve number stories. -Record number stories. -Play base 10 exchange. -Math Boxes. -Open a classroom store. -Practice minute math routines.
8.5 Making Change	How is counting up a strategy for making change?	4.1 A.4, B.6, 7, C.2 4.5 A.5, C.5, D.2, 4	Make change for amounts less than \$1. (B)  Understand place value for 10s and 1s. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity	-Write numbers and circle the tens or hundreds digit. -Math message follow up. -Pay for items with exact amounts. -Make change by counting up. -Role play shopping and making change. -Introduce the 3, 2, 1 game. -Math Boxes. -Pay with a dollar bill.
8.6 Equal Shares	How do you separate regions into equal parts?	4.5 A.3, E.2, F.2, 4	Identify fractional parts of regions and sets with a focus on unit fractions. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message	Mental Math and Reflexes Math Message Whole-Class Activity	-Solve more than or less than a dollar problems. -Math message follow up. -Divide slates into equal parts. -Look for objects that are

			Understand place value for 10s and 1s. (D) (S)	Oral and Slate Assessments Written Assessments Performance/Group Assessments	Whole-Class Discussion Partner Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Whole Class Activity	divided into equal parts. -Fold and cut whole crackers into equal parts. -Solve “What’s My Rule?” money problems. -Math Boxes. -Read about dividing shapes into equal parts.
8.7 Fractions	What are fractional parts of a whole?	4.5 C.1	Identify fractional parts of regions and sets with a focus on unit fractions. (B) (D)  Count sets of quarters, dimes, nickels, and pennies. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity Small Group Activity	-Find half of several numbers. -Math message follow up. -Introduce fraction notation. -Label fractional parts of geometric figures. -Play one dollar exchange. -Math Boxes. -Make a fraction book.
8.8 Sharing Pennies	How do you find fractional parts of a collection of things?	4.5 C.1	Identify fractional parts of regions and sets with a focus on unit fractions. (B) (D)  Know addition facts for +1, +0, doubles, and sums of 10. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Independent Activity Ongoing Learning	-Predict number when trading longs for cubes. -Math message follow up. -Share 12 pennies. -Practice sharing pennies. -Play addition top-it. -Math Boxes. -Make fraction creatures.

				Performance/Group Assessments	and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity	
8.9 Explorations: Exploring Fractional Parts and Addition Facts	What is the relationship between multiples and fractions? What are the names of fractional parts of regions?	4.1 B.1, 2, 3 4.5 B.1	Identify fractional parts of regions and sets with a focus on unit fractions. (B) (D)  Know addition facts for +1, +0, doubles, and sums of 10. (D) (S)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Small Group Activity Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity	-Practice showing and telling time with tool kit clocks. -Math message follow up. -Explore finding relationships involving pattern blocks. -Explore naming fractional parts of regions. -Explore sorting fact triangles. -Play math games. -Math Boxes. -Practice minute math routines.
8.10 Unit 8 Review and Assessment	To review and assess children's progress on the material covered in Unit 8.	4.5 F.1	Identify fractional parts of regions and sets with a focus on unit fractions. (B) (D)  Know addition facts for +1, +0, doubles, and sums of 10. (D) (S)  Count sets of quarters, dimes, nickels, and pennies. (D)  Make change for amounts less than \$1. (B)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Assess Progress Build Background for Unit 9	-Math Message. -Math message follow-up. -Oral and Slate Assessments -Written Assessments -Alternative Assessments

			Understand place value for 10s and 1s. (D) (S) Solve number stories. (D)			
<b>Unit 9 Place Value and Fractions</b>  <b>Late April-Mid May</b>						
9.1 Tens and Ones Patterns on the Number Grid	How do you count by 1s and 10s on the number grid?	4.1 A.3 4.2 C.1 4.3 A.1 4.4 C.2, D.4 4.5 C.4, E.1, F.4	Identify and use patterns on the number grid. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity	-Play beat the calculator. -Math message follow up. -Review number grid patterns. -Naming hidden numbers on the number grid. -Completing a number grid hunt. -Use number cards to make the largest and smallest numbers. -Math Boxes. -Find numbers on a number grid.
9.2 Adding and Subtracting Tens	How do you get proficient in adding and subtracting 10s?	4.1 B.1	Solve 2 digit addition and subtraction problems. (B)  Identify and use patterns on the number grid. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Partner Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Partner Activity	-Circle the tens place digit in numbers. -Math message follow up. -Add and subtract 10s mentally. -Introduce the number grid game. -Complete a color by number picture. -Math Boxes. -Play the number grid game.
9.3 Number Grid	What are number grid	4.2 C.1	Solve 2 digit addition and	Math Boxes	Mental Math and	-Write numbers that go with

Puzzles	patterns, and how do they help you count, add, and subtract with 10s and 1s?	4.3 A.1 4.4 C.2, D.4 4.5 A.1, F.1, 5	subtraction problems. (B)  Identify and use patterns on the number grid. (D)	Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Reflexes Math Message Whole-Class Activity Independent Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Small Group Activity	base 10 blocks. -Math message follow up. -Fill in pieces of the number grid. -Solve number grid puzzles. -Solve "What's My Rule?" and Frames and Arrows problems. -Math Boxes. -Make a number grid puzzle book.
9.4 Adding and Subtracting 2 Digit Numbers	How do you add and subtract 2 digit numbers?	4.1 B.5, 6, 7,C.2	Solve 2 digit addition and subtraction problems. (B)  Identify and use patterns on the number grid. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity Partner Activity	-Practice telling times on tool kit clocks. -Math message follow up. -Create and solve silly animal stories. -Solve number grid puzzles. -Math Boxes. -Make a class number story book. -Practice minute math routines.
9.5 Exploring Capacity, Symmetry, and Heights	How do you compare capacities of containers, create symmetrical designs, and make height measurements?	4.2 A.1, 3, D.1, 3		Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Small Group Activity Ongoing Learning and Practice Partner Activity Independent	-Write the largest number for given two or three digits. -Math message follow up. -Explore finding the capacity of containers. -Explore using symmetry. -Explore measuring and recording children's heights. -Play math games. -Math Boxes. -Practice minute math routines.

					Activity Differentiated Instruction Small Group Activity	
9.6 Fractional Parts of the Whole	What are fraction concepts extended to fractions other than unit fractions?	4.5 A.2, 3, 4, C.6, D.2, E.1, 2	Identify fractional parts of a region. (B) (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Independent Activity Partner Activity Ongoing Learning and Practice Whole Class Activity Independent Activity Differentiated Instruction Small Group Activity Whole Class Activity	-Solve number stories. -Math message follow up. -Fold squares to make fourths. -Color fractional parts of shapes. -Find the range and middle value of a data set. -Math Boxes. -Read about fractions. -Practice minute math routines.
9.7 Comparing Fractions	How do you use region models to compare fractions?	4.1 C.3 4.2 A.2, 3, 4, B.1	Compare fractions less than 1. (B)  Identify fractional parts of a region. (B) (D)  Identify and use patterns on the number grid. (D)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole Class Discussion Partner Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Independent Activity	-Write values of coins. -Math message follow up. -Discuss fraction concepts. -Introduce the terms numerator and denominator. -Compare fractions. -Find number grid counting patterns. -Solve number grid puzzles. -Math Boxes. -Compare fractions.
9.8 Many Names	What is the idea that	4.5 A.2, 3, 4, B.1	Find equivalent fractions.	Math Boxes	Mental Math and	-Model amounts of money with

for Fractional Parts	fractional parts of a whole have many names?		(B) Identify fractional parts of a region. (B) (D)	Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Reflexes Math Message Whole-Class Activity Independent Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Independent Activity Small Group Activity	coins. -Math message follow up. -Name fractional parts in several ways. -Find names for fractional parts. -Play one dollar exchange. -Math Boxes. -Find fraction combinations equivalent to $\frac{1}{2}$ . -Practice minute math routines.
9.9 Review and Assessment	To review and assess children's progress on the material covered in Unit 9.	4.2 C.1 4.4 C.2, D.4	Find equivalent fractions. (B) Identify fractional parts of a region. (B) (D) Compare fractions less than 1. (B) Identify and use patterns on the number grid. (D) Solve 2 digit addition and subtraction problems. (B)	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Assess Progress Build Background for Unit 10.	-Math Message. -Math message follow-up. -Oral and Slate Assessments -Written Assessments -Alternative Assessments
<b>Unit 10 Year-End Review and Assessment</b>  <b>Mid May-Mid June</b>						

<p>10.1 Data Day: End of Year Heights</p>	<p>How do you make a line plot of a set of data? How do you find the mode and median of a set of data?</p>	<p>4.3 C.1 4.4 A.1, 2, C.1 4.5 E.1, 3, F.1, 2, 3</p>	<p>Make a line plot of a set of data and find the mode and median of a set of data.</p>	<p>Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments</p>	<p>Mental Math and Reflexes Math Message Whole-Class Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Whole Class Activity</p>	<p>-Practice showing and telling time. -Math message follow up. -Find the typical height of children in the class. -Find the middle value of the height data. -Find out how much children grew. -Review measurement. -Math Boxes. -Make a class birth month graph.</p>
<p>10.2 Telling Time</p>	<p>How do you tell time on an analog clock and write the times in digital notation? What are alternate ways of naming times? How do you calculate elapsed times?</p>	<p>4.1 C.2 4.2 D.3 4.5 A.3, B.1, E.2</p>	<p>Review telling time on an analog clock and write times in digital notation; practice alternate ways of naming times; and calculate elapsed times.</p>	<p>Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments</p>	<p>Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Small Group Activity</p>	<p>-Practice showing and writing coin amounts. -Math message follow up. -Review telling time to five minutes. -Review digital notation for recording time. -Practice with time at five minute intervals. -Tell time to minutes. -Play beat the calculator with facts and fact extensions. -Generate fact families for extended fact triangles. -Math Boxes. -Play time match. -Practice minute math routines.</p>
<p>10.3 Mental Arithmetic Using a Vending Machine Poster</p>	<p>How do you show amounts of money with coins? How do you solve number grid stories involving 2 digit numbers?</p>	<p>4.1 B.5, 6, 7, C.2 4.5 A.2, E.1</p>	<p>Review showing amounts of money with coins and solve numbers stories involving addition of 2 digit numbers.</p>	<p>Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group</p>	<p>Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Independent Activity</p>	<p>-Solve greater than, less than, and equal to problems. -Math message follow up. -Find coin combinations to use for purchases. -Add 2 digit vending machine prices. -Play buyer and vendor. -Solve number stories and</p>

				Assessments	Ongoing Learning and Practice Partner Activity Independent Activity Differentiated Instruction Partner Activity	number grid puzzles. -Math Boxes. -Playing the \$1, \$10, \$100 exchange game.
10.4 Mental Arithmetic	How do you solve comparison number stories? How do you calculate the amount of change in a purchase?	4.1 B.6, 7 C.2	Solve comparison number stories and calculate amounts of change from purchases.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Partner Activity Whole-Class Discussion Independent Activity Ongoing Learning and Practice Small Group Activity Independent Activity Differentiated Instruction Independent Activity Whole Class Activity	-Practice showing amounts with base 10 blocks. -Math message follow up. -Compare prices. -Make change. -Make change in buyer and vendor. -Solve tic tac toe addition puzzles. -Math Boxes. -Create and solve number stories. -Practice minute math routines.
10.5 Year-End Geometry Review	What are the names and characteristics of polygons? What are the names of 3 dimensional shapes?	4.2 A.2	Review the names and some of the characteristics of polygons and the names of the basic 3 dimensional shapes.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Whole-Class Discussion Partner Activity Ongoing Learning and Practice Partner Activity Independent	-Practice adding money amounts. -Construct polygons out of straws and twist ties. -Review the names of 3 dimensional shapes. -Find combinations of digits. -Play a favorite math game. -Math Boxes. -Construct a rectangular prism and a pyramid. -Discuss the five regular

					Activity Differentiated Instruction Partner Activity Small Group Activity	polyhedrons.
10.6 Review: Thermometers and Temperature	How do you read temperatures in Fahrenheit? How do you use this information on a map to find temperature differences?	4.3 C.1, 2 4.5 C.3, 5, E.2	Review temperature readings in degrees Fahrenheit and use the information on a map to find temperature differences.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Ongoing Learning and Practice Independent Activity Differentiated Instruction Partner Activity Whole Class Activity	-Write more than and less than numbers. -Math message follow up. -Review temperature and thermometers. -Introduce weather maps. -Find differences between high and low temperatures. -Practice addition and subtraction facts. -Math Boxes. -Finding differences between temperatures. -Discuss the two thermometer scales.
10.7 Review: Place Value, Scrolls, and Number Grids	What is the hundreds place value?	4.1, A.2 4.2 D.3 4.5 C.4, E.1	Review place value through hundreds.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessments Written Assessments Performance/Group Assessments	Mental Math and Reflexes Math Message Whole-Class Activity Partner Activity Ongoing Learning and Practice Partner Activity Independent Activity Small Group Activity Differentiated Instruction Small Group Activity	-Solve number stories. -Math message follow up. -Review place value in 2-, 3- and 4- digit numbers. -Extend number grid puzzles to hundreds. -Complete math journal 2. -Assess children's progress with scrolls. -Play favorite math games. -Math Boxes. -Tallying vowels in reading materials. -End of the year assessment.

**Implementation Strategies:** (Student & teacher materials, professional development, parent support, test preparation infusion, classroom organization & management, teaching strategies, team building & the establishment of partnership inside & outside the school, formative & summative assessments including progress monitoring, writing portfolios, student products & presentations). **Please list or write a narrative outlining your implementation strategy.**