

Grade Level	Unit Description	Time Needed
K	The Human Body - The 5 Senses	2 weeks

Essential Standards in this Unit

- RL.K.1 - With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 - With prompting and support, retell familiar stories, including key details.
- RL.K.10 - Actively engage in teacher-led reading activities with purpose and understanding.
- SL.K.1 - Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.1 - Demonstrate command of the conventions of standard English grammar and usage as appropriate for Kindergarten when writing or speaking.
- L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.
- RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Ongoing Essential Standards

- RF.K.1 - Demonstrate understanding of the organization and basic features of print.
- RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.4 - Read grade-appropriate texts with purpose and understanding.
- L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.

Supporting Standards in this Unit

- RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 - Ask and answer questions about unknown words in a text.
- RL.K.5 - Recognize common types of text (e.g., storybooks, poems).
- RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).
- RL.K.9 - With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.
- SL.K.2 - With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.
- SL.K.4 - Describe familiar people, places, things, and events; provide additional details with prompting and support.
- L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
- L.K.6 - Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

- RI.K.2** - With prompting and support, identify the main topic and retell key details of a text
- RI.K.3** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CKLA Goal(s) With prompting and support, d
- RI.K.4** - With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.9** - With prompting and support, identify basic similarities.
- RI.K.10** - Actively engage in group reading activities with purpose and understanding.

Week 1: November 9th - 13th

Student - Friendly Learning Targets

- I can ask questions about a story my teacher reads aloud.**
- I can answer questions about a story my teacher reads aloud.**
- I can retell a story that I know using information from the beginning, middle, and end.**
- I can sit quietly as my teacher reads a story.**
- I can listen as my teacher reads a story.**
- I can speak to my teacher and classmates about stories I hear.**
- I can speak in a way that my teacher and classmates can understand.**
- I can listen to others when they speak.**
- I can raise my hand and wait for my turn to speak.**
- I can hear and recognize sounds.**
- I can follow words left to right, top to bottom, and page to page.**
- I can put spaces between words when I write.**
- I can recognize and name all of the letters in the alphabet.**
- I can recognize consonant and short vowel sounds.**
- I can recognize and produce rhymes.**
- I can isolate and pronounce initial and final sounds in words.**
- I can produce the correct sound for consonants and short vowels.**

Learning Activities/Resources

Phonics/Phonemic Awareness

- Day 1:** Foundations - Unit 1, Week 10, Day 3/Heggerty - Week 11, Day 1
- Day 2:** Foundations - Unit 1, Week 10, Day 4/ Heggerty - Week 11, Day 2
- Day 3:** Foundations - Unit 1, Week 10, Day 5/ Heggerty - Week 11, Day 3
- Day 4:** Foundations - Unit 1, Week 11, Day 1/ Heggerty - Week 11, Day 4
- Day 5:** Foundations - Unit 1, Week 11, Day 2/ Heggerty - Week 11, Day 5

Text Comprehension

[Twas The Night Before Thanksgiving](#)

Comprehension/Writing

Day 1: CKLA - Unit 2, [Lesson 1](#)

1A - [My Senses Are Amazing: Flipbook Images/Image Cards 1-5](#)

1B - [Extensions: Activity/Family Letter](#)

Day 2: CKLA - Unit 2, [Lesson 2](#)

2A - [The Sense of Slight: Flipbook Images](#)

2B - [Extensions: Poster](#)

Day 3: CKLA - Unit 2, [Lesson 3](#)

3A - [The Sense of Hearing: Flipbook Images](#)

3B - [Extensions: Activity](#)

Day 4: CKLA - Unit 2, [Lesson 4](#)

4A - [The Sense of Smell: Flipbook Images](#)

4B - [Extensions](#)

Day 5: CKLA - Unit 2, [Lesson 5](#)

5A - [The Sense of Taste: Flipbook Images](#)

5B - [Extensions](#)

Assessments:

N/A

Notes:

*Add ideas for next year

Week 2: November 16th - 20th

Student - Friendly Learning Targets

- I can ask questions about a story my teacher reads aloud.
- I can answer questions about a story my teacher reads aloud.
- I can retell a story that I know using information from the beginning, middle, and end.
- I can sit quietly as my teacher reads a story.
- I can listen as my teacher reads a story.
- I can speak to my teacher and classmates about stories I hear.
- I can speak in a way that my teacher and classmates can understand.
- I can listen to others when they speak.
- I can raise my hand and wait for my turn to speak.
- I can hear and recognize sounds.
- I can follow words left to right, top to bottom, and page to page.
- I can put spaces between words when I write.
- I can recognize and name all of the letters in the alphabet.
- I can recognize consonant and short vowel sounds.
- I can recognize and produce rhymes.
- I can isolate and pronounce initial and final sounds in words.
- I can produce the correct sound for consonants and short vowels.

Learning Activities/Resources

Phonics/Phonemic Awareness

Day 1: Foundations - Unit 1, Week 11, Day 3/ Heggerty - Week 12, Day 1

Day 2: Foundations - Unit 1, Week 11, Day 4/ Heggerty - Week 12, Day 2

Day 3: Foundations - Unit 1, Week 11, Day 5/ Heggerty - Week 12, Day 3

Day 4: Foundations - Unit 1, Week 12, Day 1/ Heggerty - Week 12, Day 4

Day 5: Foundations - Unit 1, Week 12, Day 2/ Heggerty - Week 12, Day 5

Comprehension/Writing

Day 1: CKLA - Unit 2, [Lesson 6](#)

6A - [The Sense of Touch Lesson A](#),

6B - [The Sense of Touch](#)

Day 2: Pausing Point

Day 3: CKLA - Unit 2, Lesson 7

7: [Ray Charles Info](#)

7A - [Ray Charles A, Images, Hit the Road Jack](#)

7B - [Ray Charles 7B](#)

Day 4: CKLA - Unit 2, Lesson 8

8 - [Helen Keller Info](#)

8A - [Helen Keller A, Images](#)

8B - [Helen Keller B](#)

Day 5: CKLA - Unit 2 - [Review Review B, End of Unit Assessment/Part 1/Part 2/Part 3/Tens Scoring](#)

Notes:

Resplit Helen Keller and Ray Charles for formatting

Week 2: November 16th - 20th

Student - Friendly Learning Targets

- I can ask questions about a story my teacher reads aloud.
- I can answer questions about a story my teacher reads aloud.
- I can retell a story that I know using information from the beginning, middle, and end.
- I can sit quietly as my teacher reads a story.
- I can listen as my teacher reads a story.
- I can speak to my teacher and classmates about stories I hear.
- I can speak in a way that my teacher and classmates can understand.
- I can listen to others when they speak.
- I can raise my hand and wait for my turn to speak.
- I can hear and recognize sounds.
- I can follow words left to right, top to bottom, and page to page.
- I can put spaces between words when I write.
- I can recognize and name all of the letters in the alphabet.
- I can recognize consonant and short vowel sounds.
- I can recognize and produce rhymes.
- I can isolate and pronounce initial and final sounds in words.
- I can produce the correct sound for consonants and short vowels.

Learning Activities/Resources

Phonics/Phonemic Awareness

Day 1: Foundations - Unit 1, Week 12, Day 3/ Heggerty - Week 13, Day 1

Day 2: Foundations - Unit 1, Week 12, Day 4/ Heggerty - Week 13, Day 2

Day 3: Foundations - Unit 1, Week 12, Day 5/ Heggerty - Week 13, Day 3

Day 4: Foundations - Unit 1, Week Assessment/ Heggerty - Week 13, Day 4

Day 5: Foundations - Unit 2, Week 1, Day 2/ Heggerty - Week 13, Day 5

Comprehension/Writing

Day 1: CKLA - Unit 2 - [Review](#) [Review B](#)

Day 2: CKLA - Unit 2 -

Notes:

*Add ideas for next year

ELA Unit 1 August 24-October 2 (6 weeks)

ESSENTIAL STANDARDS ADDRESSED IN THIS UNIT

ELA

Essential Standards	Supporting Standards
<ul style="list-style-type: none"> ● RL.1.1 – Ask and answer questions about key details in a text. ● RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson. ● RL.1.3 Describe characters, settings, and major events in a story, using key details. ● R.F.1.1 Demonstrate understanding of the organization and basic features of print. ● R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds s(phonemes) ● RF.1.4 Read grade level text with sufficient accuracy and fluency to support comprehension. ● RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. ● L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 	<ul style="list-style-type: none"> ● SL.1.1.A Follow agreed-upon rules for discussions. ● SL.1.1.B Continue conversations by responding to the comments of others through multiple exchanges. ● SL.1.1 Participate in collaborative conversations/discussions with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. ● SL.1.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. ● SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● L.2.A Capitalize the first word in sentences. ● L.1.2.B Use end punctuation for sentences.

STUDENT-FRIENDLY LEARNING TARGETS

I can ask questions about key details in a text read aloud.
I can answer questions about key details in a text read aloud.
I can retell the beginning of a story using details.
I can retell the middle of a story using details.
I can retell the end of a story using details.
I can recognize when a word needs capitalized.
I can recognize when a sentence needs a period.
I can recognize when a sentence needs a question mark.

ASSESSMENTS AND EVIDENCE

- Foundations Unit Test (week 2, 5)
- Foundations Dictation Dry Erase (week 3)
- Comprehension Assessment (Weeks 2, 3, 4, 5, 6)
- CFA - 3rd week, 5th week
- CSA 6th week [CSA](#)

I can recognize when a sentence needs an exclamation mark.
I can sort words into categories.
I know consonant digraphs.
I can recognize trick words.
I can read grade level text fluently.
I can describe characters in a story.
I can describe a setting in a story.
I can describe the major events in a story.
I can use key details.

[Rockin' My School Shoes](#)

[Leo the Late Bloomer CFA](#)

[Crayon Box that Talked CFA](#)

[Molly Lou Melon CFA](#)

[Splat the Cat CFA](#)

[Stick and Stone CFA](#)

(August 24th-28th)

Week 1

Foundations

Day 1- Letter-Keyword-Sound; Sky Write/Letter Formation (t, b, f), Echo/Letter Formation, Student notebook.

Day 2- Letter-Keyword-Sound; Sky Write/Letter Formation; Echo/Letter Formation (n, m, l, u); Student notebook.

Day 3- Letter-Keyword-Sound; Sky Write/Letter Formation (c, o), Echo/Letter Formation, Student notebook.

Day 4- Letter-Keyword-Sound; Sky Write/Letter Formation (a, g, d), Echo/Letter Formation, Student notebook.

DSA assessments will be administered throughout the day.

"Pete the Cat Too Cool for School!" will be the focus story the first week of school.

Heggerty Week 1

Learning Targets:

I can blend sounds to produce one-syllable words.

I can isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words).

I can isolate initial sounds to produce a 1-syllable word.

I can segment one-syllable words.

(August 31st-Sept. 4th)

Week 2

Day 1- Letter-Keyword-Sound; Sky Write/Letter Formation (s, e, r, p, j), Echo/Letter Formation, Student notebook.

Day 2- Letter-Keyword-Sound; Sky Write/Letter Formation; Echo/Letter Formation (l, h, k); Student notebook.

Day 3- Letter-Keyword-Sound; Sky Write/Letter Formation (v, w, y, x), Echo/Letter Formation, Student notebook.

Day 4- Letter-Keyword-Sound; Sky Write/Letter Formation (z, q), Echo/Letter Formation, Student notebook.

Day 5 – Drill Sounds; Make It Fun; Echo/Find Letters; Student Notebook (Unit Test)

Comprehension

Day 1 - Show “I Can, Too!” on the Smartboard and the skill that will be focused on this week is sequencing of events.

Day 2 - Students will listen to the story again and answer the comprehension questions at the end of the story.

Day 3 - Sequence the story.

Day 4 - Turn and Talk and retell the story to elbow partners.

Day 5 - Comprehension Unit Assessment!

Writing/ELA

Day 1 – read story aloud and have students ask and answer questions. Story is “Stick and Stone.”

In whole group, students will complete a graphic organizer that lists characters, setting, problem, solution.

Day 2 – Students will listen to “Stick and Stone” again, but this time focus on feeling words to develop their vocabulary.

In small groups, students will complete a graphic organizer that has different feeling words and they will match them to the appropriate vocabulary word.

Day 3 – The focus is integration of knowledge and ideas. Students will look at the beginning, middle and end of the story and determine what occurred when. Students will illustrate and/or write the beginning, middle, and end of the story.

Day 4 – Students will discuss the moral of the story and brainstorm and chart ways to be a good friend. They will complete the “I can STICK with my friends” writing page.

Day 5 – They will edit their page and create a craft to go along with their paper and share it during share aloud time.

PAST assessments will be administered throughout the day

Heggerty Week 2

Learning Targets:

I can blend sounds to produce one-syllable words.

I can isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words).

I can isolate initial sounds to produce a 1-syllable word.

I can segment one-syllable words.

I can ask questions about key details in a text read aloud.

I can answer questions about key details in a text read aloud.

I can retell the beginning of a story using details.

I can retell the middle of a story using details.

I can retell the end of a story using details.

I can recognize when a word needs capitalized.

I can recognize when a sentence needs a period.

I can recognize when a sentence needs a question mark.

I can recognize when a sentence needs an exclamation mark

(September 7th-11th)**Week 3**

Day 1- Drill Sounds/Warm-Up; Introduce New concepts; Alphabetical Order; Echo/Find Letters.

Day 2- Drill Sounds/Warm-Up; Introduce New Concepts; Echo/Find Letters & Words.

Day 3- Drill Sounds/Warm-Up; Make It Fun; Introduce New Concepts.

Day 4- Drill Sounds/Warm-Up; Word Play; Echo/Letter Formation; Dictation (Dry Erase).

Day 5 – Drill Sounds/Warm-Up; Introduce New Concepts; Echo/Letter Formation.

Comprehension

Day 1 - Show “How You Grew” on the Smartboard and the skill that will be focused on this week is sequencing of events.

Day 2 - Students will listen to the story again and answer the comprehension questions at the end of the story.

Day 3 - Sequence the story.

Day 4 - Turn and Talk and retell the story to elbow partners.

Day 5 - Comprehension Unit Assessment!

Writing/ELA

Day 1 – read story aloud and have students ask and answer questions. Story is “Stand Tall Molly Lou Melon.”

In whole group, students will complete a graphic organizer that lists characters, setting, problem, solution.

Day 2 – Students will listen to “Stand Tall Molly Melon” again, but this time focus on feeling words to develop their vocabulary.

In small groups, students will complete a graphic organizer that has different feeling words and they will match them to the appropriate vocabulary word.

Day 3 – The focus is integration of knowledge and ideas. Students will look at the beginning, middle and end of the story and determine what occurred when. Students will illustrate and/or write the beginning, middle, and end of the story.

Day 4 – Students will discuss the moral of the story and brainstorm and chart ways to be a good friend. They will complete the writing page.

Day 5 – They will edit their page and create a craft to go along with their paper and share it during share aloud time.

Dibels will be administered throughout the day.

Heggerty Week 3

Learning Targets:

I can blend sounds to produce one-syllable words.

I can isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words).

I can isolate initial sounds to produce a 1-syllable word.

I can segment one-syllable words.

I can ask questions about key details in a text read aloud.

I can answer questions about key details in a text read aloud.

I can retell the beginning of a story using details.

I can retell the middle of a story using details.

I can retell the end of a story using details.

I can recognize when a word needs capitalized.

I can recognize when a sentence needs a period.

I can recognize when a sentence needs a question mark.

I can recognize when a sentence needs an exclamation mark.

I can describe characters in a story.

I can describe a setting in a story.

I can describe the major events in a story.

I can use key details.

(September 14th-18th)

Week 4

Day 1- Drill Sounds/Warm-Up; Word Play; Teach Trick Words – Reading; Teach Trick Words – Spelling; Echo/Find Letters & Words.

Day 2- Drill Sounds/Warm-Up; Word of the Day; Introduce New Concepts.

Day 3 – Drill Sounds/Warm-Up; Teach Trick Words – Reading; Teach Trick Words – Spelling; Dictation (Dry Erase).

Day 4 – Drill Sounds/Warm-Up; Word of the Day; Make It Fun; Dictation (Composition Book).

Comprehension

Day 1 - Show “Splat the Cat” on the Smartboard and the skill that will be focused on this week is sequencing of events.

Day 2 - Students will discuss character, setting, beginning, middle, and end.

Day 3 - Students will sequence the story.

Day 4 - Comprehension (CFA)!

Writing/ELA

Day 1 – From Being a Writer, read story aloud and have students ask and answer questions. The story is “I Like.”

In whole group, students will discuss what they like about themselves. The T will write on chart paper their responses.

Day 2 – Students will listen to “I Like” again, but this time focus on similar things the monkey likes versus what they like. Students use sentence frames to write things they like.

Day 3 – Students will illustrate their “I Like” story and share it with their elbow partner.

Day 4 – Students will share their “I Like” stories and discuss similarities and differences amongst one another.

Heggerty Week 4

Learning Targets:

I can blend sounds to produce one-syllable words.

I can isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words).

I can isolate initial sounds to produce a 1-syllable word.

I can segment one-syllable words.

I can ask questions about key details in a text read aloud.

I can answer questions about key details in a text read aloud.

I can retell the beginning of a story using details.

I can retell the middle of a story using details.

I can retell the end of a story using details.

I can recognize when a word needs capitalized.

I can recognize when a sentence needs a period.

I can recognize when a sentence needs a question mark.

I can recognize when a sentence needs an exclamation mark.

I can describe characters in a story.

I can describe a setting in a story.

I can describe the major events in a story.

I can use key details.

September 21st-25th

Week 5

Foundations

Day 1-Unit 2, Week 2, Day 4 - Drill Sounds/Warm-Up; Word of the Day, Make It Fun, Dictation.

Day 2- Unit 2, Week 2, Day 5 - Drill Sounds/Warm-Up; Word Talk, Unit Test.

Day 3 – Unit 3, Week 1, Day 1 - Drill Sounds/Warm-Up; Introduce New Concepts, Teach Trick Words.

Day 4 – Unit 3, Week 1, Day 2 - Drill Sounds/Warm-Up; Word Play, Introduce New Concepts, Dictation (Dry Erase).

Day 5 – Unit 3, Week 1, Day 3 - Drill Sounds/Warm-Up; Word of the Day, Make It Fun, Teach Trick Words.

Comprehension

Day 1 - Show “Happy Fall” on the Smartboard and the skill that will be focused on this week is sequencing of events.

Day 2 - Students will listen to the story again and answer the comprehension questions at the end of the story.

Day 3 - Sequence the story.

Day 4 - Turn and Talk and retell the story to elbow partners.

Day 5 - Comprehension Assessment!

Writing/ELA

Day 1 – read story aloud and have students ask and answer questions. Story is “Leo the Late Bloomer.”

In whole group, students will complete a graphic organizer that lists characters, setting, problem, solution.

Day 2 – Students will listen to “Leo the Late Bloomer” again, but this time focus on feeling words to develop their vocabulary.

In small groups, students will complete a graphic organizer that has different feeling words and they will match them to the appropriate vocabulary word.

Day 3 – The focus is integration of knowledge and ideas. Students will look at the beginning, middle and end of the story and determine what occurred when. Students will illustrate and/or write the beginning, middle, and end of the story.

Day 4 – Students will discuss the moral of the story and brainstorm and chart ways to be a good friend. They will complete the writing page.

Day 5 – They will edit their page and create a craft to go along with their paper and share it during share aloud time.

Heggerty Week 5

Learning Targets:

I can blend sounds to produce one-syllable words.

I can isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words).

I can isolate initial sounds to produce a 1-syllable word.

I can segment one-syllable words.

I can ask questions about key details in a text read aloud.

I can answer questions about key details in a text read aloud.

I can retell the beginning of a story using details.

I can retell the middle of a story using details.

I can retell the end of a story using details.

I can recognize when a word needs capitalized.

I can recognize when a sentence needs a period.

I can recognize when a sentence needs a question mark.

I can recognize when a sentence needs an exclamation mark.

I can describe characters in a story.

I can describe a setting in a story.

I can describe the major events in a story.

I can use key details.

September 29th-Oct. 2

Week 6

Foundations

Day 1 - Unit 3, Week 1, Day 4 - Drill Sounds/Warm-Up; Word of the Day; Echo/Find Letters & Words; Dictation (Composition book).

Day 2 - Unit 3, Week 1, Day 5 - Drill Sounds/Warm-Up; Word Talk; Storytime.

Day 3 - Unit 3, Week 2, Day 1 - Drill Sounds/Warm-Up; Word oPlay; Dictation (Dry Erase).

Day 4 - Unit 3, Week 2, Day 2 - Drill Sounds/Warm-Up; Word of the Day; Teach New Concepts; Echo/Find Letters & Words.

Day 5 - Unit 3, Week 2, Day 3 - Drill Sounds/Warm-Up; Make It Fun; Introduce New Concepts; Dictation.

Heggerty Week 6

Comprehension

Foundations

Day 1 - Unit 3, Week 2, Day 4 - Drill Sounds/Warm-Up; Word Talk; Teach Trick Words - Reading/Spelling; Dictation.

Day 2 - Unit 3, Week 2, Day 5 - Drill Sounds/Warm-Up; Word of the Day, Storytime, Unit Test.

Day 3 - Unit 4, Week 1, Day 1 - Drill Sounds/Warm-Up; Introduce New Concepts; Echo/Find Letters & Words.

Day 4 - Unit 4, Week 1, Day 2 - Drill Sounds/Warm-Up; Wod Play; Teach Trick Words - Reading/Spelling; Dictation.

Day 5 - Unit 4, Week 1, Day 3 - Drill Sounds/Warm-Up; Word of the Day; Introduce New Concepts; Dictation.

Writing/ELA

Day 1 – read story aloud and have students ask and answer questions. Story is “The Crayon that Talked.”

In whole group, students will complete a graphic organizer that lists characters, setting, problem, solution.

Day 2 – Students will listen to “The Crayon Box that Talked” again, but this time focus on feeling words to develop their vocabulary.

In small groups, students will complete a graphic organizer that has different feeling words and they will match them to the appropriate vocabulary word.

Day 3 – The focus is integration of knowledge and ideas. Students will look at the beginning, middle and end of the story and determine what occurred when. Students will illustrate and/or write the beginning, middle, and end of the story.

Day 4 – Students will discuss the moral of the story and brainstorm and chart ways to be a good friend. They will complete the writing page.

Day 5 – They will edit their page and create a craft to go along with their paper and share it during share aloud time.

CSA administered on Google Classroom due to school going virtual for 2 weeks.

Grade Level	Unit Description	Time Needed
2nd	Greek Myths	3 weeks

Essential Standards in this Unit

RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SL.2.1 - Participate in collaborative conversations/discussions with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.5 - Demonstrate understanding of word relationships and nuances in word meanings.

ESSENTIAL STANDARDS ASSESSED IN THIS UNIT **RL.2.1, RL.2.2, W.2.3**

Ongoing Essential Standards

RL.2.2 - Recount stories from diverse cultures; determine their central message, lesson, or moral.

RL.2.3 - Describe how characters in a story respond to major events and challenges.

RL.2.5 - Describe the overall structure of a story including how the beginning introduces and the ending concludes the action.

RF.2.1 - Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.

RF.2.2 - Distinguish vowels (long, short, variant) in spoken one-syllable words. Delete phonemes in the initial, medial, and final positions of spoken words including blends.

RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3e- Decode words that follow closed, v-e and open syllable types.

RF.2.4 - Read grade-level text with sufficient accuracy and fluency to support comprehension.

Supporting Standards in this Unit

RL.2.9 Compare and contrast 2 or more versions of the same story by different authors or from different cultures.

RL.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot

RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

W.2.5 - With guidance and support from, focus/strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults use a variety of digital tools to produce and publish writing including collaboration with peers.

W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

SL.2.2 - Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.

SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).

Week 1: Jan.11 - Jan.15 Week 1

Student - Friendly Learning Targets

1. I can ask and answer questions to show that I understand details in a text.
2. I can write a narrative to recount events.
3. I can recount stories to determine the central message, lesson or moral
4. I can describe how characters respond to major events and challenges
5. I can figure out the meanings of new words and phrases.
6. I can follow classroom rules while having discussions.
7. I can add my own ideas when having discussions.
8. I can ask questions when I don't understand.
9. I can speak in complete sentences.
10. I can speak clearly when I retell a story.
11. I can use details when I retell a story aloud.
12. I can provide synonyms or antonyms for selected vocabulary words.
13. I can learn the meanings of common words and phrases

Learning Activities/Resources

Phonics/Phonemic Awareness

Day 1: Foundations - Unit 7, Week 3, Day 3/Heggerty - Week 18

Day 2: Foundations - Unit 7, Week 3, Day 4/Heggerty - Week 18

Day 3: Foundations - Unit 7, Week 3, Day 5/Heggerty - Week 18

Day 4: Foundations - Unit 8, Week 1, Day 1/Heggerty - Week 18

Day 5: Foundations - Unit 8, Week 1, Day 2/Heggerty - Week 18

TARGETS: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

SLIDES [lesson 1](#) [lesson 2](#) [lesson 3](#) [lesson 4](#) [lesson 5](#)

Comprehension/Writing

Day 1: CKLA - Unit 4, Lesson 1 [Introduction](#) [World Map](#) [Poster 1](#) [Map of Ancient Greece](#)
[Civilizations Chart](#)

1A - [The Twelve Gods of Olympus](#), [1A Read Aloud](#) Images: [Character Chart](#) [1A-4](#) [1A-2](#)

C [Flipbook Images](#) Discussion: [1A-3](#), [1A-4](#) [World Map](#)

1B - [Extensions: Posters 1-12](#) [Journal Master 1B1](#) Family Letters [1B-2](#), [1B-3](#)

Day 2: CKLA - Unit 4, Lesson 2 [Introduction](#) [World Map](#) [Poster 1](#) [Map of Ancient Greece](#)
[Greek Gods Poster 1-12](#) [Poster 1](#)

2A [Prometheus and Pandora](#) [Character Chart](#) [Images 2A1](#) [2A7](#) [Flipbook Images](#)
Discussion: [2A1](#) [2A8](#)

2B - [Extensions: Instructional Master 2B-1](#) [Instructional Master 2B -2](#)

Day 3: CKLA - Unit 3, Lesson 3 [Introduction](#) Review: [Posters 1-12](#) [Images 1-6](#) [IM 2B2](#)

3A - [Demeter and Persephone](#) [Character Chart](#) [Image Card 7](#) Images: [3A -2,6,5](#)
[Flipbook Images](#), Discussion: [Images - 3A -3](#) [3A -4](#) [3A -6](#)

3B - [Extensions: Master 3B1](#) [Poser 1M](#)

Day 4: CKLA - Unit 3, Lesson 4 [Introduction](#) [World Map](#) [Poster 1](#) [Map of Ancient Greece](#)
[Greek Gods Posers 1-12](#) (Previous completed Greek Myth Journals)

4A - [Arachne the Weaver](#) [Character Chart](#) [Image 4A1](#) [Poster 7](#) [Flipbook Images](#)
Discussion: [Poster image 4A-5, -6](#)

4B - [Extensions: Master 4B-1](#)

Day 5: CKLA - Unit 3, Lesson 5 [Introduction](#) [Poster 1](#) [Map of Ancient Greece](#) [Posters 1-12](#)

5A - [Theseus and Minotaur](#) [Character Chart](#) [Image Card 7](#) [Poser Image 5A-1](#) [5A-4](#) [5A -5](#)
[FlipBook Images](#) Discussion: [5A-3](#) [5A-5](#)

5B - [Extentions: Master 5B -1](#) [5B - 2](#)

Assessments:

[Unit 4 week 1 Vocab. List](#)
[Unit 4 week 1 Vocab. Test](#)

Notes:

*Character Chart is completed for the week. Add or make changes as needed.

Week 2: January 19 - 22

Student - Friendly Learning Targets

I can ask and answer questions to show I understand a text.
I can figure out the meaning of new words or phrases.
I can interpret information from a chart or diagram to clarify the meaning of the read aloud.
I can describe how reasons support points an author makes.
I can follow classroom rules while having discussions.
I can add my own ideas when having discussions.
I can ask questions if I do not understand.
I can speak in complete sentences.
I can speak clearly when I retell a story.
I can use details when I retell a story aloud.
I can correctly use new words that I learn.
I can write a narrative with characters, setting and sequence.
I can focus on a topic and strengthen writing as needed by revising and editing.
I can participate in shared research

Learning Activities/Resources

Phonics/Phonemic Awareness

Day 1: Foundations - Unit 8, Week 1, Day 3 /Heggerty - Week 19

Day 2: Foundations - Unit 8, Week 1, Day 4/ Heggerty - Week 19

Day 3: Foundations - Unit 8, Week 1, Day 5/ Heggerty - Week 19

Day 4: Foundations - Unit 9, Week 1, Day 1/ Heggerty - Week 19

Day 5: Foundations - Unit 9, Week 1, Day 2/ Heggerty - Week 19

TARGETS

SLIDES [lesson 6](#) [Pausing Point Review Slides](#) [lesson 7](#)

Comprehension/Writing

Day 1: MLK NO SCHOOL

Day 2: CKLA - Unit 4, Lesson 6 [Introduction](#)

6A -[Daedalus and Icarus](#) [Character Chart](#) [Poster Image 6A-1](#) [6A-4](#) [Flipbook Image](#)

Discussion [6A-1 -3 -5](#)

6B - [Extentions](#) [Master 6B-1](#) [Poster Image 6A-1](#)

Day 3:CKLA -Unit 4, Pausing Point

Sequencing: [Image Cards 13-17](#) [Master PP1](#)

Activities: [Master PP2](#)

[Flipbook Images 5A -10](#)

Day 4: CKLA - Unit 4, Lesson 7 [Introduction](#) [Greek Gods Posters](#)

7A -[Hercules](#) [Character Chart](#) [Poster Image \(Hercules\)](#) [Flipbook Images](#)

Discussion: [7A-3](#) [7A-5](#)

7B -[Extentions](#) [7B1](#) [7B2](#) [7B3](#) [7B4](#)

Day 5: CKLA - VIRTUAL DAY

Assessments:

[Unit 4 Week 2 and 3 Vocabulary List](#)

[Mid Unit Assessment](#)

Notes:

*Add ideas for next year

*****No Vocabulary test this week*****

Week 3: January 25-29

Student - Friendly Learning Targets

- I can ask and answer questions to show I understand a text.
- I can figure out the meaning of new words or phrases.
- I can interpret information from a chart or diagram to clarify the meaning of the read aloud.
- I can describe how reasons support points an author makes.
- I can follow classroom rules while having discussions.
- I can add my own ideas when having discussions.
- I can ask questions if I do not understand.
- I can speak in complete sentences.
- I can speak clearly when I retell a story.
- I can use details when I retell a story aloud.
- I can correctly use new words that I learn.
- I can write a narrative with characters, setting and sequence.
- I can focus on a topic and strengthen writing as needed by revising and editing.

I can participate in shared research.

Learning Activities/Resources

Phonics/Phonemic Awareness

Day 1: Foundations - Unit 9 Week 1, Day 1/ Heggerty - Week 20

Day 2: Foundations - Unit 9 Week 2, Day 3/ Heggerty - Week 20

Day 3: Foundations - Unit 9 Week 3, Day 4/ Heggerty - Week 20

Day 4: Foundations - Unit 9, Week 4, Day 5/ Heggerty - Week 20

Day 5: Foundations - Unit 9, Week 5, Day 5/ Heggerty - Week 20

TARGETS

SLIDES [lesson 8](#) [lesson 9](#) [lesson 10](#) [Unit Review Slides](#)

Comprehension/Writing

Day 1: CKLA - Unit 4, Lesson 8 [Introduction](#) Master 7B-2 (completed in lesson 7)

8A - [Other Adventures of Hercules 7B -2](#) [Character Chart](#) [Poster Image 9](#)
[Poster Image 8A -2](#) [Image Card 21](#) [Poster Image 8A -3](#) [Flipbook](#) [Images](#)

Discussion: [8A-2](#) [8A -11](#)

8B - [Extensions 7B2](#) [7B-3](#) [8B-1](#) [8B-2](#)

Day 2: CKLA -Unit 4, Lesson 9 [Introduction](#)

9A [Oedipus and the Riddle of the Sphinx](#) [Character Chart](#) [Poster Image 9A-2](#) [9A -4](#)
[Flipbook pages](#) Discussion: [9A -6](#) [9A-7](#)

9B - [Extensions: 9B-1](#) [8B-1](#) [9B-2](#)

Day 3: CKLA - Unit 4, Lesson 10 [Introduction](#)

10A- [Atalanta and the Golden Apples](#) [Character Chart](#) [Poster Image 10A-1](#) [10A-5](#)
[Flipbook Pages](#) Discussion: [10A-2](#) [10A -7](#)

10B -[Extensions: 10B-1](#) [5M](#)

Day 4: CKLA - Unit 4, [Unit Review](#)

[Culminating Activities](#) [Create Mythical Character Image Cards 7-10](#)

Day 5: CKLA - Unit 4, [Unit Assessment](#)

[Vocabulary Test](#)

Assessments:

[Unit 4 Summative](#)

[Unit 4 week 2 and 3 Vocab Test](#)

Notes:

*Add notes for next year

Grade Level	Unit Description	Time Needed
Third Grade	Central Message, Moral, & Theme	6 Weeks Give the End of Unit assessment by March 18th

Essential Standards in this Unit
<p>RL.3.2 Recount stories from folk tales, fables and myths from diverse cultures and determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the author about the same or similar characters.</p>

Ongoing Essential Standards
<p>RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p>

Week 1	
<i>Student - Friendly Learning Targets</i>	
<p>I can identify the characteristics of a fable, myth and folk tale.</p>	
<i>Learning Activities/Resources</i>	<i>Assessments</i>

Building Background Knowledge

[Exit Ticket](#)

	Model Texts	Unique Features
Myths	Anansi and the Spider Arachne the Spinner(Treasure's Read Aloud) The story of the first woodpecker(treasures)	Gods, goddesses, hero, spirits, nature
Fables	Ant and the Grasshopper fables the lion and the fox video The Fox and The Crow Aesop fables video	Animals act like people, usually no people
Folktales	Stone Soup(Treasures) Frog and Locus (Treasure's Read Aloud) The Name of the Tree (Treasure's Read Aloud)	Both people and animals, problem and solution

[triple-Venn-Diagram-Compare-Contrast-](#)



[Characteristics of Folktales, Myths, and Fables](#)

Week 2

Student - Friendly Learning Targets

I can identify the central message, lesson or moral of the story using key details.

Learning Activities/Resources

Assessments

[Arachne and Athena](#)

[exit ticket: week 2 central message, lesson, moral](#)

Graphic Organizer:

[Elements-of-a-Fable-2-Graphic-Organizers-](#)

Modeled texts:

Fable: The seven Spools of Thread (Treasure's)

Folktale: The people who hugged the trees (Treasure's Read Aloud)

Folktale: When the Rain Came up from China (Treasure's Read Aloud)

Folktale: Nacho and Lolita (Treasure's)

Lesson or Moral

A moral is a lesson about life that a fable teaches.

Think about the main character's...

1. Character Traits
2. Problem and Solution
3. Character Changes
4. The Lesson the Character Learned

Week 3

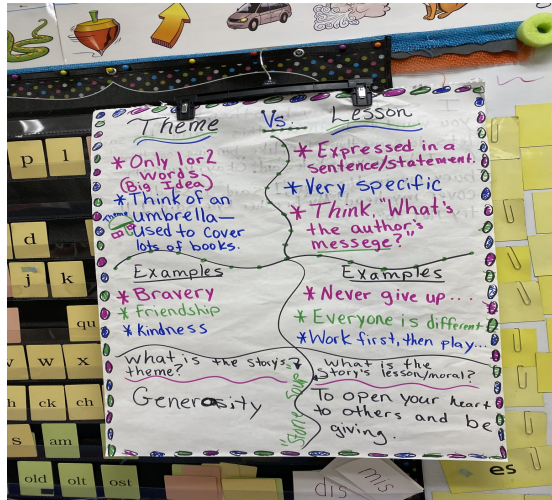
Student - Friendly Learning Targets

**I can identify the theme.
I can identify the differences between the theme and lesson or moral in a story.**

Learning Activities/Resources

Assessments

Anchor Chart (See Picture)



[exit ticket week 3: theme vs. lesson/moral](#)

Theme	Lesson
Broad (Umbrella)	Specific

[theme vs. lesson poster \(page 3\)](#)

Week 4

Student - Friendly Learning Targets

**I can identify the central message, lesson or moral of the story using key details.
I can identify the differences between the theme and lesson or moral in a story.**

Learning Activities/Resources

Assessments

[Dog and his Bone](#)
[close read student copy "lobster and crab"](#)
[close read "lobster and crab" teacher copy](#)

[Tri-Fold-Brochure-Template-](#)

Project rubric

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Week 5	
<i>Student - Friendly Learning Targets</i>	
I can compare and contrast the themes, settings, and plots of stories written by the author about the same or similar characters.	
<i>Learning Activities/Resources</i>	<i>Assessments</i>
Gallery walk using fable, folktale, and myth stories: Pandora's Box The Boy Who Cried Wolf Arachne and Athena lion and the fox crow and the jug rooster and fox Kahoot.it "theme" games	Exit Ticket: Reading Response (graphic organizer) week 5 exit ticket

Week 6	
<i>Student - Friendly Learning Targets</i>	
I can compare and contrast the themes, settings, and plots of stories written by the author about the same or similar characters.	
<i>Learning Activities/Resources</i>	<i>Assessments</i>
fable, folktale, and myth stories: Pandora's Box The Boy Who Cried Wolf Arachne and Athena lion and the fox crow and the jug rooster and fox lesson/detail sort	Unit 5 CSA (2 days)

Grade Level	Unit Description	Time Needed
5th	Research	5 Weeks

Essential Standards in this Unit

- RI.5.1 - Quote accurately when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 - Examine a grade-appropriate informational text: provide a summary and determine the main idea of a text and explain how it is supported by key details.
- RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the *point of view* and/or *perspective* they represent.
- RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which evidence and reasons support which points.
- RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.
- W.5.1- Write expository nonfiction pieces on topics or texts, drawing on information from multiple sources.

Ongoing Essential Standards

- RF.5.4
- SL.5.1
- SL.5.2
- L.5.1

Supporting Standards in this Unit

- RI.5.4 Determine meaning of words and phrases
- RI.5.7 Draw on information from multiple sources
- SL.5.3 Summarize the points a speaker makes
- L.5.2 Demonstrate command of conventions of standard English capitalization, punctuation and spelling

Week 1 November 9-13

Student - Friendly Learning Targets

- I can quote accurately from the text when answering a question.
- I can make inferences about a text.
- I can find evidence in the text to support my inference.
- I can identify the structure of texts.
- I can identify the main idea of a text, using key details to support my answer.
- I can summarize the important parts of a text.

Learning Activities/Resources

Assessments

Language:

Daily Language Review Week 10, 95% Group, Word Study Notebook (virtual or paper)

Reading:

[Inferencing Jeopardy](#)

[text structure jeopardy](#)

[Bunches of Beetles](#)

[The Golden Age of Silent Pictures](#)

[Flocabulary Main Idea/Supporting Details](#) Reteach Resource

Writing:

[Summarizing Practice](#)

Pre-assessment November 10

[Awake or Asleep](#)

NEED TO REVISE FOR NEXT YEAR AND GO DEEPER.

Week 2 November 16-20

Student - Friendly Learning Targets

- I can identify the structure of texts.
- I can identify the main idea of a text, using key details to support my answer.
- I can summarize the important parts of a text.

Learning Activities/Resources

Assessments

<p>Language: Week 11 Daily Language Review (slide) Week 11 Daily Language Review 5th (PDF) Week 10 Grammar Quiz 5th</p> <p>Reading:</p> <p>Lucy and Ethel Wrap Chocolates Intro to Summarizing</p> <p>Kahoot Online Sources</p> <p>Brainpop movie/Quiz Online Sources</p> <p>Brainpop Worksheet Online Sources</p> <p>Flocabulary Primary and Secondary Sources</p> <p>Scholastic 11/16 Issue</p> <p>Study Island 5th Grade Summarizing Informational Text</p> <p>Writing: Summarizing Practice</p>	
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Week 3 November 30-December 4	
<i>Student - Friendly Learning Targets</i>	
<ul style="list-style-type: none"> • I can summarize the important parts of a text. • I can identify the main idea of a text, using key details to support my answer. 	
<i>Learning Activities/Resources</i>	<i>Assessments</i>
<p>Week 12 Daily Language Review Week 11 Grammar Quiz</p> <p>Reading:</p> <p>Edulastic The Amazing Penguin Rescue Simulation All week</p> <p>Penguin Rescue (No Audio) Inferencing Penguin Rescue Video</p> <p>Cube Activity - 5 w's</p> <p>Sum It Up Interactive Worksheet</p> <p>Penguin Lady Ted Talk</p> <p>Writing: Essay embedded in Amazing Penguin Rescue Simulation</p>	<p>Mid unit CFA - 11/30</p>

Week 4 December 7-11

Student - Friendly Learning Targets

- I can quote accurately from the text when answering a question.
- I can make inferences about a text.
- I can find evidence in the text to support my inference.
- I can use information from two sources to understand a topic

Learning Activities/Resources

Assessments

Language: [Week 13 Daily Language Review](#)
[Week 12 Grammar Quiz](#)

Writing: Embedded in Giant Panda Research Simulation - Edulastic

[Sum It Up Interactive Worksheet](#)

[Flocabulary Source Evaluation](#)

Reading:

[Edulastic Giant Panda Research Simulation](#)

[Edulastic Research Sources](#)

[Readworks Protecting The Platypus \(Text Structure\)](#)

Week 5 December 14-18

Student - Friendly Learning Targets

- I can identify the structure of texts.
- I can identify the main idea of a text, using key details to support my answer.
- I can compare and contrast the structure of events, ideas, concepts, and information of two or more text

Learning Activities/Resources

Assessments

Language: [Week 14 Bellringer](#)

[5th Grade Week 13 Quiz](#)

Reading:

Readworks Article A Day

[Readworks Protecting the Platypus](#)

[Readworks Snowed Out](#)

Writing Prompt: embed in Snowed Out

[Unit 2 Unit Exam](#) (SBAC Research)
12/16

(Kindergarten) Unit 9 Time & Measurement

[February 3 -14]

ESSENTIAL STANDARDS ADDRESSED IN THIS UNIT

Essential Standards

- AR.Math.Content.K.CC.A.1 - Count to 100 by ones, fives, and tens
- AR.Math.Content.K.CC.A.3 - Read, write, and represent numerals from 0 to 20
- AR.Math.Content.K.CC.B.5 - Count to answer “how many?”:
Count up to 20 objects in any arrangement
Count up to 10 objects in a scattered configuration
Given a number from 1-20, count out that many objects

Supporting Standards

- Targeted Standards, but non-essential:
 - AR.Math.Content.K.MD.A.2 Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more of or less of the common attribute
 - AR.Math.Content.K.MD.B.3 Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape
 - AR.Math.Content.K.MD.C.4 • Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks, both analog and digital, and calendars are tools that measure time
 - AR.Math.Content.K.MD.C.5 Read time to the hour on digital and analog clocks
- AR.Math.Content.K.CC.A.2 - Count forward, by ones, from any given number up to 100
- AR.Math.Content.K.CC.B.4 - Understand the relationship between numbers and quantities; connect counting to cardinality
When counting objects:
*Say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence)
*Understand that the last number said tells the number of objects counted

(Kindergarten) Unit 9 Time & Measurement

[February 3 -14]

*Understand that each successive number refers to a quantity that is one larger
Note: Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.

STUDENT-FRIENDLY LEARNING TARGETS

Reading Literature and Informational
Counting and Cardinality Know number names and the count sequence

- I can count to 100 by ones
- I can write numbers 0 - 20
- I can count forward from any given # up to 20
- I can recognize # 0 - 20 out of order
- I can show # 0-20 using manipulatives.
- I can describe and differentiate objects by weight, length, height, and temperature.
- I can classify, sort, and count objects by size, color, number, and shape.
- I can read to the hour on a clock.
- I can understand morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year.
- I can understand that clocks and calendars measure time.

ASSESSMENTS AND EVIDENCE

Unit 9 CSA

(February 3)

Week 1

Learning Targets:

- I can count to 100 by ones
- I can write numbers 0 - 20
- I can count forward from any given # up to 20
- I can recognize # 0 - 20 out of order

(Kindergarten) Unit 9 Time & Measurement

[February 3 -14]

I can show # 0-20 using manipulatives.

I can describe and differentiate objects by weight, length, height, and temperature.

I can classify, sort, and count objects by size, color, number, and shape.

I can read to the hour on a clock.

I can understand morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year.

I can understand that clocks and calendars measure time.

(February 10)

Week 2

Learning Targets:

I can count to 100 by ones

I can write numbers 0 - 20

I can count forward from any given # up to 20

I can recognize # 0 - 20 out of order

I can show # 0-20 using manipulatives

I can describe and differentiate objects by weight, length, height, and temperature.

I can classify, sort, and count objects by size, color, number, and shape.

I can read to the hour on a clock.

I can understand morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year.

I can understand that clocks and calendars measure time.

Math-Unit 3-October 21st-December

Grade Level	Unit Description	Time Needed
1st	Place Value	8 weeks

Essential Standards in this Unit

- **1.OA.C.6** - Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10. Use strategies such as: Counting on Making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$) Decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$) Using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- **1.OA.D.7** - Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
- **1.OA.C.5** - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- **1.NBT.C.2** - 10 can be thought of as a bundle of ten ones - called a "ten." The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones.
- **1.NBT.B.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- **1.NBT.C.5** Mentally find 10 more or 10 less than a given two-digit number, without having to count. Students should be able to explain the reasoning used.

Ongoing Essential Standards

- **1.OA.C.1-** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (e.g., by sing objects, drawings, and equations with a symbol for the unknown number to represent the problem)
- ***Last year's common essential standard that will be taught in every unit.***
- **1.OA.D.7-** Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
- ***This standard will be taught in all units.***

Supporting Standards in this Unit

- 1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.MD.B.4** Identify and know the value of a penny, nickel, dime, and quarter.
- 1.MD.B.5** Count collections of like coins (pennies, nickels, and dimes).

Week 1	
<i>Student - Friendly Learning Targets</i>	
<p>I can count back to subtract. I can use a number line to subtract. I can use double fact to solve a subtraction problem. I can act out problems to solve them. I can use related facts to subtract.</p>	
<i>Learning Activities/Resources</i>	<i>Assessments</i>
<p>Day 1 - Students will use rubics cubes to model how to subtract by counting back. Day 2 - Students will learn how to use a number line to subtract. Day 3 - Students will use doubles to learn how to subtract. Day 4 - Students can act out problems to solve. Day 5 - Students will use related facts to add or subtract.</p> <p>In small groups, CGI problems will be administered.</p>	<p>Weekly assessment given on Friday to check for understanding.</p> <p>Weekly Fact Fluency assessment..</p>

Week 2	
<i>Student - Friendly Learning Targets</i>	
<p>I can solve CGI word problems. I can recognize the related facts in a fact family. I can use a part/part/whole graph to find the missing addend. I can read the number in a double ten frame. I can use ten frames to count by ten. I can count by tens using dimes.</p>	
<i>Learning Activities/Resources</i>	<i>Assessments</i>
<p>Throughout the week. Students will focus on writing word problems. Students will work in small groups. They will be handed stickers to show their problem. They will also write the word problem and question. Day 1 - T will model how to solve a fact family. Since they have done this in daily calendar work, they should not have difficulty. Day 2 - T will model how to use a part/part/whole graphic organizer to determine the missing addend in a problem. Day 3 - CFA on subtraction strategies. Next steps - place value. Using ten frames demonstrate the numbers 11 to 19. Day 4 - Students will use ten frames and rubic cubes to count by</p>	<p>Finished word problems from small group work.</p> <p>Fact Fluency Practice</p> <p>Quick Review of strategies to use to subtract.</p>

ten. Day 5 - Students will use dimes to count by ten. CGI problems occur in small group.	
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Week 3	
<i>Student - Friendly Learning Targets</i>	
I can count groups of ten and some more. I can regroup 10 ones as 1 ten. I can make a table to solve problems. I can write numbers in different ways. I can write a number that is 10 more. I can write a number that is 10 less.	
<i>Learning Activities/Resources</i>	<i>Assessments</i>
Day 1 - Students will count out groups of ten and count the left over cubes to create a number. Day 2 - Students will use cubes to show a number as tens and ones. Day 3 - Students will learn how to solve problems by using tables. Day 4 - Students will use a base ten mat to represent numbers. Day 5 - Students will use a base ten mat to show ten more or ten less.	Check for understanding. Fact Fluency Assessment.

Week 4	
<i>Student - Friendly Learning Targets</i>	
I can use nickels to count by fives. I can use models to compare numbers. I can use symbols to compare numbers. I can use hundreds, tens, and ones to show a number. I can count to 120.	
<i>Learning Activities/Resources</i>	<i>Assessments</i>
Day 1 - Students will use nickels to count by 5's. Day 2 - Students will count base ten blocks and then determine if they are greater than, less than, or equal to. Day 3 - Students will use greater than, less than, and equal to symbols to compare numbers. Day 4 - Students will use a place value mat with hundreds on it. They will use base ten blocks to represent numbers. Day 5 - Students will use a number chart to count from various points. They will determine which numbers are in correct order.	Check for understanding. Fact Fluency Assessment

CGI problems will be administered in small group settings.	
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Week 5	
<i>Student - Friendly Learning Targets</i>	
I can read numbers to 120. I can write numbers to 120. I can add tens. I can count tens and ones. I can use a place value mat to represent numbers.	
<i>Learning Activities/Resources</i>	<i>Assessments</i>
Day 1 - Students will be given number charts that have missing numbers and be asked to complete them. They will also be asked to read a number and write it. Day 2 - Students will be assessed over place value. Day 3 - Students will be given base ten blocks and asked to add them. Day 4 - Students will add 2 two-digit numbers with a single digit number. Day 5 - Students will add tens and ones using place value mats and base ten blocks. CGI problems will be administered in small group settings.	CFA: Place Value & Data Weekly Fact fluency check.

Week 6	
<i>Student - Friendly Learning Targets</i>	
I can solve word problems. I can add tens and ones. I can subtract tens. I can count back by 10s.	
<i>Learning Activities/Resources</i>	<i>Assessments</i>
Day 1 - Students will use problem solving strategies to solve word problems. Day 2 - Students will add tens and ones without having to regroup. Day 3 - Check for Understanding as well as fact fluency check. Day 4 - Students will use base ten blocks to subtract tens. CGI problems will be administered in small group settings. Day 5 - Students will use a number line to count back by tens.	Check for Understanding Weekly Fact fluency check.

Week 7

Student - Friendly Learning Targets

I can relate addition to tens.
I can relate subtraction to tens.
I can add two-digit addition facts.
I can subtract two-digit facts.
I can solve CGI problems.
I can fluently add.
I can fluently subtract.
I can count to 120.
I can count groups of ten and some more.
I can regroup 10 ones as 1 ten.
I can make a table to solve problems.
I can write numbers in different ways.
I can write a number that is 10 more.
I can write a number that is 10 less.

Learning Activities/Resources

Assessments

Day 1 - Students will add and subtract tens. They will be beginning fact families.
Day 2 - Students will review two-digit addition and subtraction.
Day 3 - Students will review the concepts they have learned in Place Value the past 5 weeks.
Day 4 - Ten more, Ten less will be reviewed before the final assessment since most students struggle with that concept.
Day 5 - A CGI assessment will occur as well as a fact fluency.

Weekly Fact fluency assessment.
Place Value assessment.
CGI assessment.

Week 8

Student - Friendly Learning Targets

I can relate addition to tens.
I can relate subtraction to tens.
I can add two-digit addition facts.
I can subtract two-digit facts.
I can solve CGI problems.
I can fluently add.
I can fluently subtract.
I can read numbers to 120.
I can write numbers to 120.
I can add tens.
I can count tens and ones.
I can use a place value mat to represent numbers.
I can use nickels to count by fives.
I can use models to compare numbers.
I can use symbols to compare numbers.
I can use hundreds, tens, and ones to show a number.
I can count to 120.
I can count groups of ten and some more.
I can regroup 10 ones as 1 ten.
I can make a table to solve problems.
I can write numbers in different ways.
I can write a number that is 10 more.
I can write a number that is 10 less.

Learning Activities/Resources

Assessments

Day 1 through Day 5 will be used to administer CSA for the concepts covered this semester. MAP also occurs during this month, so any adjustments that need to be made can occur so that place value is assessed before the Christmas break.

Semester CSA

Unit 3 Addition and Subtraction to 1000 Involving Word Problems

Pre-Assessments	Post - Assessments
	<p data-bbox="841 380 1219 464"><u>Mid Unit Assessment</u> (tentative 2/26)</p> <p data-bbox="841 575 1247 611"><u>End of Unit Summative</u></p>

BIG IDEAS: Add and Subtract within 1,000

Focus Standard: 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation.

2.NBT.A.3 * Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms.

* Model and describe numbers within 1000 as groups of 10 in a variety of ways.

Learning Targets:

1. I can think about how expressions can be equal.
2. I can count objects in units of 10.
3. I can understand multiples of 10.
4. I can add and subtract from multiples of 10.
5. I can recognize place value.
6. I can read and write 4 digit numbers.
7. I can add numbers within 1,000.
8. I can subtract numbers within 100.
9. I can solve real world word problems with addition and subtraction.
10. I can identify numbers based on place value.

Day	Lesson Topic	Notes and Resources
<p>1 2-8</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 1 Slideshow</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 1,113 - how do you see 1,113 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,113 ○ Number Talk - Thinking addition regrouping ○ $628 + 89$ ○ $346 + 69$ ○ $254 + 166$ ○ $38 + \underline{\quad} = 63$ ○ Sally has 48 markers. Her markers are either blue or purple. If 28 markers are blue, how many purple markers does Sally have? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it ● Instruction - Find the difference of a three digit minus a two digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening <ul style="list-style-type: none"> ○ $38 - 29$ ○ $77 - 29$ ○ $95 - 36$ ● Mrs. Bailey had some suckers. She got 45 more suckers. Now she has 87 suckers. How many suckers did Mrs. Bailey have at the start? ● Play fact/place value bingo ● Independent Practice

		<ul style="list-style-type: none"> • TOD
<p>2 2-9</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 2 slideshow</p>	<ul style="list-style-type: none"> • Warm up-recognize Place Value - Display 1,259 - how do you see 1,259 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,259 ○ Number Talk - Thinking addition regrouping ○ $434 + 79$ ○ $309 + 178$ ○ $235 + 486$ ○ $314 + \underline{\quad} = 519$ ○ Lily has 67 jelly beans in her candy dish. Each jelly bean is either red or green. If 29 are red, how many green jelly beans does Lily have? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it • Instruction - Find the difference of a two digit minus a one digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening <ul style="list-style-type: none"> ○ $56 - 47$ ○ $75 - 29$ ○ $131 - 28$ • Mrs. Lasiter had some books. She bought 28 more books. Now she has 85 books in all. How many books did Mrs. Lasiter have at the start? • Play fact/place value bingo

		<ul style="list-style-type: none"> • Independent Practice • TOD
<p>3 2-10</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 3 slideshow</p>	<ul style="list-style-type: none"> • Warm up-recognize Place Value - Display 1,473 - how do you see 1,473 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,473 ○ Number Talk - Thinking addition regrouping ○ $308 + 79$ ○ $338 + 196$ ○ $534 + 268$ ○ $\underline{\quad} + 79 = 83$ ○ Coach Adams has 35 balls. He has footballs and basketballs. If 18 of the balls are footballs, how many basketballs does Coach Adams have? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it • Instruction - Find the difference of a two digit minus a one digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening <ul style="list-style-type: none"> ○ $38 - 19$ ○ $55 - 20$ ○ $165 - 59$ • Ms. Ann has some cookies. She made 35 more cookies. Now she has 70 cookies. How many

		<p>cookies did Ms. Ann have at the start.</p> <ul style="list-style-type: none"> ● Play fact/place value bingo ● Independent Practice ● TOD
<p>4 2-11</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 4 slideshow</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 3,122 - how do you see 3,122 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 122 ○ Number Talk - Thinking addition regrouping ○ $337 + 34$ ○ $646 + 185$ ○ $744 + 168$ ○ $76 + \underline{\quad} = 90$ ○ My mom put 13 crayons in my backpack. Then, I put in 3 more. How many did we put in? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it ● Instruction - Find the difference of a two digit minus a one digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening <ul style="list-style-type: none"> ○ $66 - 37$ ○ $243 - 70$ ○ $364 - 89$ ● Shelly had some cupcakes. She made 19 more cupcakes. Now she has 63 cupcakes. How many

		<p>cupcakes did Shelly have at the start?</p> <ul style="list-style-type: none"> • Play fact/place value bingo • Independent Practice • TOD
<p>5 2-12</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p>	<p>Small Group Intervention *all students will meet with teacher in small groups</p>
<p>2-15 (Unit 3 Week 2)</p>	<p>NO SCHOOL PRESIDENTS DAY</p>	
<p>6 2-16</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 5 slideshow</p>	<ul style="list-style-type: none"> • Warm up-recognize Place Value - Display 1, 676 - how do you see 1,676 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,676 ○ Number Talk - Thinking addition regrouping ○ $528 + 79$ ○ $296 + 72$ ○ $719 + 86$ ○ $62 + \underline{\quad} = 76$ ○ Mrs. Beam has 47 cupcakes. Some are for her class, and some are for our class. If 23 are for her class, how many are for our class? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it • Instruction - Find the difference of a three digit minus a two digit number

		<p>with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening</p> <ul style="list-style-type: none"> ○ 69 -18 ○ 82 - 36 ○ 71 - 52 <ul style="list-style-type: none"> ● Mr. Davis played some instruments for his class. He played 37 more instruments. Now he has played 55 instruments for his class. How many instruments did he play at the beginning? <ul style="list-style-type: none"> ● TOD
<p>7 2-17</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 6 slideshow</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 1,409 - how do you see 1,409 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,409 ○ Number Talk - Thinking addition regrouping ○ $993 + 73$ ○ $207 + 158$ ○ $135 + 486$ ○ $214 + \underline{\quad} = 421$ ○ Emi has 57 valentines to pass out. Some of the cards are pink and some of the cards are red. If 35 are red, then how many are pink? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it ● Instruction - Find the difference of a two digit minus a one digit number with regrouping. - this is the time for

		<p>lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening</p> <ul style="list-style-type: none"> ○ 76 - 37 ○ 85 - 19 ○ 122 - 38 ● Alivia found some candy hearts on the table. Bridget found 37 more hearts in her cubby. Now they have 75 candy hearts in all. How many candy hearts did Alivia find on the table? ● Play fact/place value bingo Independent practice
<p>8 2-18</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 day 7 slideshow</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 1,051 - how do you see 1,051 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,051 ○ Number Talk - Thinking addition regrouping ○ $428 + 74$ ○ $347 + 146$ ○ $334 + 427$ ○ $\underline{\quad} + 62 = 94$ ○ Morgan collects rocks. She has shiny rocks and she has dull rocks. . If 32 of them are shiny and 39 of them are dull, how many rocks did she collect? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it ● Instruction - Find the difference of a two digit minus a one digit number with regrouping. - this is the time for

		<p>lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening</p> <ul style="list-style-type: none"> ○ 61 - 44 ○ 82 - 52 ○ 177 - 68 ● Mrs. Collier made cups of hot chocolate for her class. She made 17 more cups for the teachers. Now she has 40 cups of hot chocolate.. How many cups did she make for her class at the start? ● Play fact/place value bingo ● TOD
<p>9 2-19</p>	<p>VIRTUAL DAY</p>	

<p>10 2-22</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 8 slideshow</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 1, 247- how do you see 1,247 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,247 ○ Number Talk - Thinking addition regrouping ○ $538 + 67$ ○ $285 + 59$ ○ $727 + 48$ ○ $67 + \underline{\quad} = 83$ ○ Mrs. Adams has 28 flowers she needs to plant.. She will plant some in her front yard and some in her backyard. If she plants 13 in her front
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		<p>yard, how many will she plant in her backyard?</p> <ul style="list-style-type: none"> ○ Draw it ○ Write an equation ○ Solve it <p>Instruction - Find the difference of a two digit minus a two digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening</p> <ul style="list-style-type: none"> ○ 60 -20 ○ 84- 39 ○ 73 - 48 ● Braxton played in the snow. He made some snowballs. Then Noah helped him make 28 more snowballs.. Now they have 65 snowballs. How many snowballs did Braxton make by himself? ● TOD
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<p>11 2-23</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 9 slideshow</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 1,058- how do you see 1,058 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,058 ○ Number Talk - Thinking addition regrouping ○ $127 + 216$ ○ $369 + 444$ ○ $585 + 526$ ○ $249 + \underline{\quad} = 284$ ○ Zoey made 42 friendship bracelets to give to her friends. Some of the bracelets are yellow and some are purple. If 26 are
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		<p>yellow, then how many are purple?</p> <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it <ul style="list-style-type: none"> ● Instruction - Find the difference of a two digit minus a one digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening <ul style="list-style-type: none"> ○ 72- 26 ○ 135 - 17 ○ 151 - 45 ● Jocelyn bought some beef sticks from the office. Dixie bought 19 beef sticks from the office.. Together they have 42 beef sticks. How many beef sticks did Jocelyn buy from the office? ● Play fact/place value bingo ● Independent Practice
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<p>12 2-24</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 day 10 slideshow</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 1,620 - how do you see 1,620 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,620 ○ Number Talk - Thinking addition regrouping ○ 436+58 ○ 318+247 ○ 529+364 ○ <u> </u> + 71= 99 ○ Tripp collects sport cards. He has baseball cards, basketball cards and
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		<p>football cards. He has 78 sport cards. If 19 of them are baseball cards and 22 of them are basketball cards, how many cards are football?</p> <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it <ul style="list-style-type: none"> ● Instruction - Find the difference of a two digit minus a one digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening <ul style="list-style-type: none"> ○ 63 - 44 ○ 86 - 59 ○ 172 - 65 ● Mrs. Collier needed to copy a book that has 92 pages.. On Monday she copied 22 pages of the book. On Tuesday she copied 18 pages. On Wednesday she copied the rest of the book. How many pages did Mrs. Collier copy on Wednesday? ● Play fact/place value bingo ● TOD
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<p>13 2-25</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 1, 899- how do you see 1,899 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,899 ○ Number Talk - Thinking addition regrouping ○ 582 +97
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[Unit 3 Day 11 slideshow](#)

- $396+75$
- $791+68$
- $69 + \underline{\quad} = 84$
- Mrs. Wilson painted 53 rocks for the school garden. She painted some like ladybugs and some like frogs. If 19 are painted like ladybugs how many are painted like frogs?
 - Draw it
 - Write an equation
 - Solve it
- Instruction - Find the difference of a three digit minus a two digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening
 - $61 -17$
 - $218-72$
 - $345-177$
- Mrs. Lasiter bought some new Dog Man books for the library. There were 39 Dog Man books before she bought the new ones. Now there are 53 Dog Man books in the library. How many new Dog Man books did Mrs. Lasiter buy?
- [Independent Practice](#)

14

2-26

**I can add within 1,000
I can subtract within 100
I can identify the place and value of numbers.**

Small Group Intervention
*all students will meet with teacher in small groups

	Targets: 4,5,6,7,8,9,10	Unit 3 Mid-Unit Assessment
<p>15 3/1</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 12 Slideshow</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 3,426 how do you see 3,426 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 1,899 ○ Number Talk - Thinking addition regrouping ○ $437 + 254$ ○ $1,396 + 175$ ○ $1,791 + 168$ ○ $\underline{\quad\quad} + 345 = 847$ ○ Mrs. Adams has 135 flower seeds. Some of the flower seeds are daisies and some of the flower seeds are sunflowers. If 65 seeds are daisies, how many seeds are sunflowers <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it ● Instruction - Find the difference of a three digit minus a two digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening <ul style="list-style-type: none"> ○ $175 - 36$ ○ $361 - 142$ ○ $445 - 177$ ● Ms. Beam bought new pencils for her classroom. She now has 145 pencils. If Ms. Beam had 70 pencils to start, how many pencils did she buy? <p>TOD</p>

<p>16 3/2</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p> <p>Targets: 4,5,6,7,8,9,10</p> <p>Focus on word problem: Part Part Whole - One part unknown.</p> <p>Unit 3 Day 13 slideshow</p>	<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 3,443 how do you see 3,443 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 3,443 ○ Number Talk - Thinking addition regrouping ○ $432 + 107$ ○ $596 + 175$ ○ $1,791 + 168$ ○ $269 + \underline{\quad} = 843$ ○ Ms. Collier collected 153 books for the school library. Some of the books were fiction and some were non fiction. If 93 were fiction, how many were non fiction? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it ● Instruction - Find the difference of a three digit minus a two digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening <ul style="list-style-type: none"> ○ $161 - 17$ ○ $293 - 159$ ○ $441 - 188$ ● Mrs. Bailey has 378 suckers. Some are cherry and some are grape. If 129 suckers are cherry, how many suckers are grape? <p>Independent Practice</p>

17

3/3

I can add within 1,000
I can subtract within 100
I can identify the place and value of numbers.

Targets: 4,5,6,7,8,9,10

Focus on word problem: Part Part Whole - One part unknown.

[Unit 3 Day 14 slideshow](#)

- Warm up-recognize Place Value - Display 2,754- how do you see 2,754? talk and record responses
 - Draw or create with base ten blocks 2 different ways to make 2,754
 - Number Talk - Thinking addition regrouping
 - $496+47$
 - $346+175$
 - $1,791+268$
 - $369 + \underline{\quad} = 575$
 - Mrs. Adams solved 158 Math problems. Some were addition and some were subtraction. If 94 problems were addition, how many problems were subtraction?
 - Draw it
 - Write an equation
 - Solve it
- Instruction - Find the difference of a three digit minus a two digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening
 - $161 - 117$
 - $457 - 289$
 - $1,345 - 177$
- Mrs. Beam has 175 popsicles. Some are orange and some are green. If 108 of the popsicles are orange, how many popsicles are green?

[TOD](#)

18

3/4

I can add within 1,000
I can subtract within 100
I can identify the place and value of numbers.

Targets: 4,5,6,7,8,9,10

Focus on word problem: Part Part Whole - One part unknown.

[Unit 3 Day 15 slideshow](#)

- Warm up-recognize Place Value - Display 4,398 how do you see 4.398 talk and record responses
 - Draw or create with base ten blocks 2 different ways to make 4,398
 - Number Talk - Thinking addition regrouping
 - $852 + 37$
 - $569 + 75$
 - $2,791 + 168$
 - $169 + \underline{\quad} = 484$
 - Ms. Ann sees 137 birds in her yard. Some of the birds are robins and some of the birds are blue jays. If 88 of the birds are robins, how many of the birds are blue jays?
 - Draw it
 - Write an equation
 - Solve it
- Instruction - Find the difference of a three digit minus a two digit number with regrouping. - this is the time for lots of direct instruction (write 1 problem at a time) They need to draw each problem out - it is very important 1 problem at a time and allow for lots of discussions of what is happening
 - $161 - 47$
 - $354 - 269$
 - $868 - 499$
- Mrs. Amy answered the phone 187 times. Some of the phone calls were on Monday and some were on Tuesday. If 118 calls were on Monday, how many phone calls were on Tuesday

[Independent Practice](#)

<p>19 3/5</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p>	<p>Small Group Intervention *all students will meet with teacher in small groups</p>
<p>20 3/8</p>		<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 2,222 how do you see 2,222 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 2,222 ○ Number Talk - Thinking addition regrouping ○ $322 + 259$ ○ $1,247 + 262$ ○ $1,322 + 168$ ○ $\underline{\quad\quad} + 502 = 627$ ○ Mrs. Angel has 455 super donuts to feed the students. Some of them are chocolate and some of them are sugared. If 127 of them are chocolate then how many are sugared? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it ● TOD
<p>21 3/9</p>		<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 3,443 how do you see 3,443 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 3,443 ○ Number Talk - Thinking addition regrouping ○ $332 + 107$ ○ $496 + 166$ ○ $1,491 + 158$ ○ $322 + \underline{\quad} = 557$

		<ul style="list-style-type: none"> ○ Nurse Heather gave out 157 band-aids in the month of February. Some of the band-aids were green and some were pink. If 68 of them were pink, then how many were green? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it
<p style="text-align: center;">22 3/10</p>		<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 2,855- how do you see 2,855? talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 2,855 ○ Number Talk - Thinking addition regrouping ○ $698+47$ ○ $446+185$ ○ $2,696+268$ ○ $424 + \underline{\quad} = 575$ ○ Ms. Collier's class spelled 76 words. Some of the words had digraphs and some of the words had glued sounds. If 48 had digraphs, then how many had glued sounds? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it ● TOD
<p style="text-align: center;">23 3/11</p>		<ul style="list-style-type: none"> ● Warm up-recognize Place Value - Display 7,627- how do you see 1,899 talk and record responses <ul style="list-style-type: none"> ○ Draw or create with base ten blocks 2 different ways to make 7,627

		<ul style="list-style-type: none"> ○ Number Talk - Thinking addition regrouping ○ $325 + 97$ ○ $500 + 88$ ○ $891 + 78$ ○ $988 + 250$ ○ $69 + \underline{\quad} = 84$ ○ Emi read 212 books. She read some books about unicorns and some books about mermaids. If 109 were about unicorns, then how many were about mermaids? <ul style="list-style-type: none"> ■ Draw it ■ Write an equation ■ Solve it
<p>24 3/12</p>	<p>I can add within 1,000 I can subtract within 100 I can identify the place and value of numbers.</p>	<p>Small Group Intervention *all students will meet with teacher in small groups</p>

Unit 2 Area and Multiplication

Pre-Assessments	Post - Assessments
	Unit 2 CFA

Essential Standards in this Unit
3.MD.C.5- Recognize area as an attribute of plane figures and understand concepts of area measurement: • A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. • A plane figure, which can be covered without gaps or overlaps by n unit squares, is said to have an area of n square units.

Ongoing Essential Standards
3.OA.A.-1 Interpret products of whole numbers. 3.OA.A.3-Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. 3.OA.C.7-Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one know $40 \div 5 = 8$) or properties of operations.

Supporting Standards in this Unit
3.MD.C.6-Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units) 3.MD.C.7-Relate area to the operations of multiplication and addition. 3.OA.D.9-Identify arithmetic patterns (including, but not limited to, patterns in the addition table or multiplication table), and explain them using properties of operations.

Learning Targets:

I can find the area of a rectangle using unit squares.
I can solve for the area using multiplication strategies.
I can draw and measure the length and width of a rectangle.
I can solve real world problems involving area and explain or illustrate my reasoning.

I can create figures that are composed of rectangles.

I can solve for the area of a figure that is composed of rectangles.

I can explore and use square units to describe the area of a shape.

I can use the area to find the length and width of a rectangle.

I can use multiplication expressions and equations to solve problems involving area.

I can explain the area of a shape.

Day	Lesson Topic	Notes and Resources
1 Oct. 12	What is Area? Learning Target: I can explain the area of a shape.	Google Slide Lesson What is Area? Power 5 slides
2 Oct. 13	How do you Measure Area? I can explore and use square units to describe the area of a shape.	How Do We Measure Area? Power 5
3 Oct. 14	Explore Virtual Tools I can use square units to describe the area of a shape.	Explore Virtual Tools, Possibly start a task from Lesson 2 or 3 Power 5
4 Oct. 15	Count the Squares I can use square units to describe the area of a shape.	Count the Squares Power 5 Quiz
5 Oct. 16	Area of Rectangles I can use square units to describe the area of a shape.	Area of Rectangles Use the square tiles to play activity 1 Power 5 Quiz Retake
6 Oct. 19	Represent Products as Areas I can solve for the area using multiplication strategies. I can use multiplication expressions and equations to solve problems involving area.	Represent Products as Areas Power 5 slides

<p>7 Oct. 20</p>	<p>Different Square Units Part 1 I can draw and measure the length and width of a rectangle.</p>	<p>Different Square Units (Part 1) Power 5</p>
<p>8 Oct. 21</p>	<p>Different Square Units Part 2 I can draw and measure the length and width of a rectangle.</p>	<p>Different Square Units (Part 2) Power 5</p>
<p>9 Oct. 22</p>	<p>Disappearing Squares I can solve real world problems involving area and explain or illustrate my reasoning.</p>	<p>Disappearing Squares Power 5 Quiz</p>
<p>10 Oct. 23</p>	<p>Monster Multiplication</p>	<p>Power 5 Quiz Retake</p>
<p>11 Oct. 26</p>	<p>Measure to Find Area I can solve for the area using multiplication strategies. I can draw and measure the length and width of a rectangle.</p>	<p>Google Slide power 5 slides</p>
<p>12 Oct. 27</p>	<p>Solve Area Problems I can solve real world problems involving area and explain or illustrate my reasoning.</p>	<p>Google Slide Power 5</p>
<p>13 Oct. 28</p>	<p>Area and the Multiplication Table I can solve for the area using multiplication strategies.</p>	<p>Google Slide Power 5</p>
<p>14 Oct. 29</p>	<p>Area and Addition I can solve for the area of a figure that is composed of rectangles.</p> <p>Checkpoint B</p>	<p>Google Slide Power 5 Quiz</p>

<p>15 Oct. 30</p>	<p>Multiplication Review</p>	<p>Kahoot Games Among Us Review Game Power 5 Quiz Retake</p>
<p>16 Nov. 2</p>	<p>Find the area of figures I can solve for the area of a figure that is composed of rectangles.</p>	<p>Unit 2 Lesson 13 slides Power 5 slides</p>
<p>17 Nov. 3</p>	<p>Find the Area of Figures with Missing Sides I can solve for the area of a figure that is composed of rectangles. I can create figures that are composed of rectangles.</p>	<p>Unit 2 lesson 14 slides Power 5</p>
<p>18 Nov. 4</p>	<p>Mystery Rectangles Checkpoint I can solve for the area of a figure that is composed of rectangles. I can create figures that are composed of rectangles.</p>	<p>Unit 2 Lesson 15 slides Power 5 IM Unit 2 Lesson 15</p>
<p>19 Nov. 5</p>	<p>End of Unit Assessment</p>	<p>End-of-Unit 2 CFA(pages 50-54) Power 5 Quiz</p>
<p>20 Nov. 6</p>	<p>Multiplication Review</p>	<p>Kahoot Games Review for multiplications of 2, 3, 4, 5, 10. Review Multiplication Songs 3's 4's x by 4 rap</p>

Grade 6th: Unit 3 Unit Rates and Percentages

Pre-Assessments	Post - Assessments
PreAssessment	End of Unit CFA

Big Ideas in 6th grade

Place Value - continued

Concept of Multiplication and Division - continued

What is a Ratio - continued

Determine Unit Rates and Percentages - Current Study

Standards:

6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship

Learning Targets:

1. I can determine part to part, part to whole fractions.
2. I can relate fractions to ratios in math problems.
3. I can find equivalent ratios through scaling.
4. I can create equivalent ratios using tables, determining scaling factors.
5. I can correctly write ratios from word problems.
6. I can find missing values on tables.
7. I can determine how much for 1
8. I can read or hear a unit of measurement and determine if it is length, weight, or volume.
9. I can convert measurements from one unit to another.
10. I can find the per of ratios to determine equivalence.

Day	Lesson Topic	Notes and Resources
1 (1/04)	Pre Assessment Investigate the Burj Khalifa Essential Standard: 6.RP.A.2	Power 5 Week 16 Monday Electronic Version Pre Assessment

	<p>Learning Targets: 1, 9, 10</p>	<p>Warm Up - Estimating Height - using 2 known things, estimate the height - tree and statue of Liberty</p> <p>Activity 1 - Window Washing - Explore the Burj Khalifa - intro video of BK - determine the per to determine how long it will take to wash the windows</p> <p>Activity 2 - climbing the Burj Khalifa - using double number lines/charts to determine the per</p> <p>Independent Practice TOD</p>
<p>2 (1/05)</p>	<p>Anchoring Units of Measurements</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 3, 4, 8</p>	<p>Electronic Version Tuesday</p> <p>Warm Up - Estimating Volume - determine the volume of a salt shaker - estimates too high, too low, just right</p> <p>Activity 1 - Strings of different lengths - estimate and sort string according to estimates</p> <p>Activity 2 - Card Sort - Measurement - table activity</p> <p>Create Anchor Chart for units of measurements - length, weight, mass or weight</p> <p>Independent practice Independent Practice lesson 3</p>
<p>3 (1/06)</p>	<p>Converting Units</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 8, 9</p>	<p>Electronic Version Wednesday</p> <p>Warm Up - fractions of a number - redefine of in math and solve $\frac{1}{2}$ of 32 problems</p> <p>Activity 1 - Road Trip - define ratio and unit rates - mph/kph comparisons</p> <p>Activity 2 - Veterinary Weights - cooperative activity - using double number lines/charts to compare weights of animals - Create cooperative comparison posters</p> <p>Lesson 4 independent</p>
<p>4 (1/07)</p>	<p>Comparing Speeds and Price (Will move to Monday)</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 2, 3, 4, 8, 9, 10</p>	<p>Electronic Version Thursday</p> <p>Warm Up - Closest quotient - compare to $\frac{1}{2}$ 1 or $1\frac{1}{2}$ - understand a/b relationship</p> <p>Activity 1 - More Treadmills - determining the per of each treadmill for comparison purposes</p>

		<p>Activity 2 - The best deal on beans - use double number lines and charts to find unit rates</p> <p>Independent Practice</p>
<p>5 (1/08)</p>	<p>Interpreting Rates Will move to Tuesday</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 2, 3, 4, 8, 9, 10</p>	<p>Power 5 Week 17 Quiz</p> <p>Warm Up - Something per something - identify know rates students know in real world settings</p> <p>Activity 1 - Cooking Oatmeal - determine ratio and find unit rates to determine unknown amounts in the recipe</p> <p>Activity 2 - Three Reads - use 3 real world problems to determine unit rates</p> <p>Independent Practice TOD</p>
<p>6 (1/11)</p>	<p>Comparing Speeds and Price (Will move to Monday)</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 2, 3, 4, 8, 9, 10</p>	<p>Power 5 Week 17 Monday Electronic Version</p> <p>Warm Up - Closest quotient - compare to $\frac{1}{2}$ 1 or $1\frac{1}{2}$ - understand a/b relationship</p> <p>Activity 1 - More Treadmills - determining the per of each treadmill for comparison purposes</p> <p>Activity 2 - The best deal on beans - use double number lines and charts to find unit rates</p> <p>Independent Practice</p>
<p>7 (1/12)</p>	<p>Interpreting Rates Will move to Tuesday</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 2, 3, 4, 8, 9, 10</p>	<p>Tuesday Electronic Version</p> <p>Warm Up - Something per something - identify know rates students know in real world settings</p> <p>Activity 1 - Cooking Oatmeal - determine ratio and find unit rates to determine unknown amounts in the recipe</p> <p>Activity 2 - Three Reads - use 3 real world problems to determine unit rates</p> <p>Independent Practice TOD</p>
<p>8 (1/13)</p>	<p>Equivalent Ratios with the same unit rate</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 2, 3, 4, 8, 9, 10</p>	<p>Wednesday Electronic Version</p> <p>Warm Up - Which one doesn't belong - comparing speeds</p> <p>Activity 1 - Price of Burritos - finding unit rates using equivalent ratios</p>

		<p>Activity 2 - Making bracelets - finding unit rates and determine using equivalent ratios will help compare and find units rates</p> <p>Independent practice</p> <p>TOD</p>
<p>9 (1/14)</p>	<p>Back on the Treadmill - comparing equivalent ratios and unit rates</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 2, 3, 4, 8, 9, 10</p>	<p>Thursday Electronic Version</p> <p>Warm up - Back on the treadmill again - determine speed given a ratio of time and distance</p> <p>Activity 1 - Classroom Activity - using tables determine speed to compare</p> <p>Activity 2 - Swimming and Biking - more table work</p> <p>Independent Practice</p> <p>TOD</p>
<p>10 (1/15)</p>	<p>Solving Rate Problems</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 2, 3, 4, 8, 9, 10</p>	<p>Power 5 Week 17 Quiz</p> <p>Warm Up - Grid work - determine decimals and fractions based on grids</p> <p>Activity 1 - Card Sort - is this a good deal - cooperative activity</p> <p>Card Sort</p>
<p>11 (1/19)</p>	<p>What are percentages?</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Power 5 Week 18 Electronic Version Tuesday</p> <p>Lesson 10</p> <p>Warm Up - Dollars and Cents - converting dollars and cents</p> <p>Activity 1 - Coins - revisiting how much coins are worth & putting in order from least to greatest value</p> <p>Activity 2 - Coins on a number line - converting between coins and %s</p> <p>Independent Practice</p> <p>TOD</p>
<p>12 (1/20)</p>	<p>Percentages & Double Number Lines</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Electronic Version Wednesday</p> <p>Lesson 11</p> <p>Warm up - Fundraising goals - finding a % of a number when the number is not 100</p> <p>Activity 1 - Three Day Biking Trip - using double number lines to convert decimals and percents</p> <p>Independent Practice</p> <p>TOD</p>

<p>13 (1/21)</p>	<p>Percentages and Tape Diagrams</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Electronic Version Thursday Lesson 12 Warm Up - Notice and Wonder - Tape Diagrams - determining what & of a number Activity 1 - Jada's Puppy - study and make sense of tape diagrams - finding out the value of each piece on a tape diagrams Activity 2 - Think Pair Share activity - Dollars - solving % problems Independent practice</p>
<p>14 (1/22)</p>	<p>Benchmark Percentages</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Power 5 Week 18 Quiz Lesson 13 Warm up - What percent is shaded - finding percentages on a tape diagram using pictures Activity 1 - Liters, Meters and Hours - calculate 3 different benchmark percentages given 3 different values Activity 2 - What does "is" and "of" mean in writing equations and solving Independent Practice TOD</p>
<p>15 (1/25)</p>	<p>Percentages and Tape Diagrams</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Power 5 Week 19 Electronic Version Monday Lesson 12 Warm Up - Notice and Wonder - Tape Diagrams - determining what & of a number Activity 1 - Jada's Puppy - study and make sense of tape diagrams - finding out the value of each piece on a tape diagrams Activity 2 - Think Pair Share activity - Dollars - solving % problems Independent Practice TOD</p>
<p>16 (1/26)</p>	<p>Percentages and Tape Diagrams</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Electronic Version Tuesday Lesson 12 Warm Up - Notice and Wonder - Tape Diagrams - determining what & of a number</p>

		<p>Activity 1 - Jada's Puppy - study and make sense of tape diagrams - finding out the value of each piece on a tape diagrams</p> <p>Activity 2 - Think Pair Share activity - Dollars - solving % problems</p> <p>Independent Practice</p> <p>TOD</p>
<p>17 (1/27)</p>	<p>Benchmark Percentages</p> <p>Essential Standard: 6.RP.A.3</p> <p>Learning Targets: 1, 9</p>	<p>Electronic Version Wednesday</p> <p>Lesson 13</p> <p>Warm up - What percent is shaded - finding percentages on a tape diagram using pictures</p> <p>Activity 1 - Liters, Meters and Hours - calculate 3 different benchmark percentages given 3 different values</p> <p>Activity 2 - What does "is" and "of" mean in writing equations and solving</p> <p>Independent Practice</p> <p>TOD</p>
<p>18 (1/28)</p>	<p>Benchmark Percentages</p> <p>Essential Standard: 6.RP.A.3</p> <p>Learning Targets: 1, 9</p>	<p>Electronic Version Thursday</p> <p>Lesson 13</p> <p>Warm up - What percent is shaded - finding percentages on a tape diagram using pictures</p> <p>Activity 1 - Liters, Meters and Hours - calculate 3 different benchmark percentages given 3 different values</p> <p>Activity 2 - What does "is" and "of" mean in writing equations and solving</p> <p>Independent Practice</p> <p>TOD</p>
<p>19 (1/29)</p>	<p>Solving Percentages Problems</p> <p>Essential Standard: 6.RP.A.3</p> <p>Learning Targets: 1, 9</p>	<p>Power 5 Week 19 Quiz</p> <p>Lesson 14</p> <p>Warm Up - Number Talk - Multiplication with decimals</p> <p>Activity 1 - Coupons - solve problems in the context of shopping</p> <p>Activity 2 - Info Gap - Music Devices - find the value of A% of B is C - using a formula</p> <p>Independent Practice</p> <p>TOD</p>

<p>20 (2/1)</p>	<p>Finding this percent of that</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Power 5 Week 20 Monday Electronic Version Lesson 15 Warm Up - number talk - multiplying and dividing by decimals/fractions Activity 1 - Audience Size - using double number lines/tables to find the percent of that Activity 2 - Everything is on sale - using double number lines/charts and tape diagrams to calculate the discount on items Independent Practice TOD</p>
<p>21 (2/2)</p>	<p>Finding this percent of that</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Tuesday Electronic Version Lesson 16 Warm Up - True or False - Percentages - reason about operations in equivalent expressions Activity 1 - Jumping Rope - finding what percentages one number is of another number - using a formula to solve Independent Practice TOD</p>
<p>22 (2/3)</p>	<p>Unit 3 Review</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Wednesday Electronic Version Kahoot Review</p>
<p>23 (2/4)</p>	<p>Unit 3 Assessment</p> <p>Essential Standard: 6.RP.A.3 Learning Targets: 1, 9</p>	<p>Thursday Electronic Version End of Unit CFA</p>
		<p>Power 5 Week 20 Quiz Pre Assessment for Unit 4</p>

Grade 4: Unit 2 - Waves
October 24, 2019

Pre-Assessments	Post - Assessments
https://docs.google.com/forms/d/1nUMnV2WDCSbaZALAm8Rw3ORNKcSPOwD0RIDKTLzO6no/edit Given 11/3/20	4th Grade Unit 2 - Waves CSA Given

Unit Standards

4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Day	Lesson Topic	Notes and Resources
1 10/20-21/20	Mystery 1 How far can a whisper travel? 4-PS4-1 4-PS4-3 Sound & Vibrations	https://mysteryscience.com/docs/114
2 10/22/20	<ul style="list-style-type: none"> • Generation Genius: Wave Properties (Video and discussion) • Interactive Notebook: Intro to Waves Pgs. 5-11 	https://www.generationgenius.com/videos/wave-properties-video-for-kids/ WavesInteractiveNotebookUnitBundle.zip
3 10/23/20	Bill Nye: Energy Video and Worksheet	https://drive.google.com/file/d/0B2FfRqPUefrzdZB5c3ZIYmdNanc/view https://drive.google.com/file/d/1QHtm2xmp7KTXPyepPDnw88jPJ1I83Li/view

<p>4 10/28-29/20</p>	<p>Mystery 2 What would happen if you screamed in outer space? 4-PS4-1 Sound & Vibrations</p>	<p>https://mysteryscience.com/docs/114</p>
<p>5 10/30/20</p>	<p>Study Island: Matter Started but had to finish this at a later date</p>	<p>https://www.studyisland.com/login</p>
<p>6 11/3/20</p>	<p>Pre-Assessment Unit 2 Waves Mystery Science Lesson</p>	<p>https://docs.google.com/forms/d/e/1FAIpQLSdF4WOGvjyMrHhGA2Dadvjp1RvZdF9mv1t1IWnwQzep2yUPCg/viewform</p>
<p>6 11/3/20</p>	<p>Mystery 3 Why are some sounds high and some sounds low? 4-PS4-1 Sound, Vibrations & Waves</p>	<p>https://mysteryscience.com/waves/mystery-3/sound-waves-wavelength/52?r=1785649</p>
<p>7 11/4/20</p>	<p>Wave Interactive Notebook Types of waves Pgs. 5-11</p>	<p>WavesInteractiveNotebookUnitBundle.zip</p>
<p>8 11/5/20</p>	<p>Interactive Notebook: Wave Properties: Transverse Waves Pgs. 24-34</p>	<p>WavesInteractiveNotebookUnitBundle.zip</p>
<p>9 11/6/20</p>	<p>Study Island: Matter Any other lessons not finished</p>	<p>Study Island.com edmentum skill practice</p>
<p>10 11/10/20</p>	<p>GIZMO: Waves We will do this together in class</p>	<p>https://www.explorellearning.com/index.cfm?method=cResource.dspDetail&resourceID=1053</p>
<p>11 11/11/20</p>	<p>Unit Assessment from Mystery Science: Waves of Sound</p>	<p>https://docs.google.com/forms/d/1v8Uv-R0pZHWs6UNy3HpPIRAX2H2ZRSRUfhY6BnSkqlk/edit</p>

	Go over with students to get them ready for CSA tomorrow	
12 11/12/20	CSA Unit 2 Waves 4th Grade Will give this as a paper test	4th Grade Unit 2 - Waves CSA
13 11/13/20	Pre-Assessment for Unit 3 Structure and Functions of Organisms Will give this as a Paper Test	https://docs.google.com/document/d/1dT8fFubRDrsMkQykJ2NnOSlwnnTkMB4n5IW7HluEYds/edit

<https://mysteryscience.com/energy/mystery-1/speed-energy/304?r=2166628>