

Student Learning Expectation	Task Analysis	Vocabulary
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1. Enduring Understanding - The groupings of 1s and 10s for a given number can be taken apart in different ways.

1a. Essential Question - In what different ways can numbers be grouped?

NO.1.1.6	Recognize the number or quantity of sets up to 10 without counting, regardless of arrangement	*recognize a quantity up to 10 without counting, such as base ten blocks or tally marks, dots	tally marks recognize instantly
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Resources:

Harcourt: Lesson 2.1, 2.4, 3.1
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Investigations in Number, Data, and Space - Mathematical Thinking "Quick Images" – Students will work in small groups to flash "Quick Images" dot cards so that students will quickly recognize sets of objects
 Literature: Fish Eyes: A Book You Can Count On by Lois Ehlert Monster; Math Picnic by Grace Maccarone; The Black Dots by Donald Crews; Count on Pablo by Barbara Derubertis
 Other: Every Day Counts Calendar Math - p. Aug./Sept. p. 27; Oct. p. 41-42; Nov. p. 51, 56; Dec. p. 68; Jan. p. 77- 79; Feb. p. 91-92; Mar. p. 107; Apr. p. 121; May/June p. 132

NO.1.1.2	Represent a whole number less than 15 in all possible ways using composition and decomposition Composition: 10 can be made by combining 1 and 9, 2 and 8, 3 and 7, 4 and 6, 5 and 5 Decomposition: 10 can be separated into 1 and 9, 2 and 8, 3 and 7, 4 and 6, and 5 and 5.	*count forward and backward to and from 15 *compose numbers up to 15 in all possible ways *decompose numbers up to 15 in all possible ways	whole numbers combine separate
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Resources:

Harcourt: Lesson 2.2, 2.3, 4.1 4.2
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Have the children work in groups to create a poster and label it for a time when they used putting together or taking apart in math.
 Literature: Monster Math Picnic by Grace Maccarone; Make Way for Ducklings by Robert McCroskey; Domino Addition by Lynette Long; Ten Flashing Fireflies by Philemon Sturges
 Other: Unitedstreaming - "Math Monsters: The Making of Tens" (15:00); The Super Source (K-2) Snap Cubes "At the Crayon Factory", p. 18; The Super Source (K-2) Cuisenaire Rods "How Many Two-Cap Trains?" p. 42; Every Day Counts Calendar Math - Aug./Sept. p. 21, 22, 23, 25, 26, 27; Oct. p. 36, 37, 38; Nov. p. 50, 51; Dec. p. 65; Jan. p. 75, 76, 77; Feb. p. 89, 90; Mar. p. 104; Apr. p. 118, 119; May/June p. 130, 131

NO.1.1.3	Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 20 with and without appropriate technology	*identify numerals *name and write numerals *identify number words *count sets *match number name, numeral, and number word to quantities they represent	numeral number words (one through twenty)
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Module 1 Start: 8/19/2009 Teaching Days: 33 Test: 10/6/2009 Remediation Days: 0				
Student Learning Expectation		Task Analysis		Vocabulary
Resources: Harcourt: Lesson 1.1, 3.1, 10.1, 20.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p 3B Alternative Teaching Strategy Literature: Many is How Many? by Illa Pondendorf; Reese's Pieces by Jerry Pallotta Other: Hands-On Standards (1-2) - Number and Operations Lesson 25; Unitedstreaming - "TLC Elementary School: Problem Solving Math: Volume 1" (23:13); The Super Source (K-2) Pattern Blocks "Ant Walks", p.18 "Closest to the Finish Line", p.22; The Super Source (K-2) Snap Cubes "Puzzles", p. 54; Every Day Counts Calendar Math - Aug./Sept. p. 18-27; Oct. p. 36-38; Nov. p. 50-51; Dec. p. 64-65; Jan. p. 75- 77, 79; Feb. p. 88-89; Mar. p. 104-105, 110; Apr. p. 117-119; May/June p. 130-131				
NO.1.1.4	Represent numbers to 20 in various forms (Ex. 2 rods, 2 bundles of 10, tally marks, a rod and 10 units)	*orally count to 20 *model numbers to 20 in various forms such as pictures, numerals, sets of objects, words, tally marks, base ten blocks		base ten blocks rods units bundles tally marks
Resources: Harcourt: Lesson AR-8 p. 551, Challenge p. 244 Odyssey: Search by standards for specific SLEs and RTI MCO: Anthology Song AN20 "Mexican Counting Song"; Point out that addition and subtraction stories happen every day - people get on and off buses, buy and sell things. Invite children to share related addition and subtraction stories about some things they do or see each day. Literature: Little Number Stories-Addition by Rozanne Lanczak Williams; Little Number Stories-Subtraction by Rozanne Lanczak Williams; Making 10's by John Burnstein Other: Hands-On Standards (1-2) Number and Operations Lesson 13; Unitedstreaming - "Math Monsters: Counting and Symbolizing" (15:00), "Math Monsters: The Making of Tens" (15:00); Every Day Counts Calendar Math - Aug./Sept. p. 18-27; Oct. p. 36- 38; Nov. p. 50-51; Dec. p. 64-65; Jan. p. 75-77, 79; Feb. p. 88-89; Mar. p. 104-105, 110; Apr. p. 117-119; May/June p. 130-131				
NO.1.1.5	Use multiple models to develop understandings of place value including tens and ones (Ex. pictures of base 10 blocks to show 23 will be ___tens and ___ones = ___)	*demonstrate place value using manipulatives *understand place value (ones and tens) *illustrate representations of groups of tens and ones		place value ones tens base ten blocks
Resources: Harcourt: Lesson 10.3, 10.4, 10.5 Odyssey: Search by standards for specific SLEs and RTI MCO: Working in cooperative groups students will roll number cubes and represent their number with base ten blocks(units and rods). Students will take turns rolling the number cube and adding that value to the previous number and represent the new number with the appropriate base ten blocks (units and rods). Literature: The Case of the Missing Birthday Party by Joanne Rocklin; Geraldine's Blanket by Holly Keller; From One to One Hundred by Teri Sloat Other: Hands-On Standards(1-2) - Number and Operations Lesson 14; The Super Source (K-2) Base Ten Blocks "Number Builder", p. 54; The Super Source (K-2) Snap Cubes Book "Closest to 100", p.22; Every Day Counts Calendar Math - Aug./Sept. p. 25-27; Oct. p. 40-42; Nov. p. 52-54; Dec. p. 66- 69; Jan. p. 77-78; Feb. p. 91-94; Mar. p. 107-108; Apr. p. 121-122; May/June p. 131-132				

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Student Learning Expectation Task Analysis Vocabulary

2. Enduring Understanding - Numbers can be used to represent quantities or position.

2a. Essential Question - How can numbers be compared and ordered?

NO.1.1.8	Determine relative position using ordinal numbers (first through twelfth)	<ul style="list-style-type: none"> *show one-to-one correspondence *count using ordinal numbers *describe position by using ordinal numbers (first through twelfth) *understand that an ordinal word can be represented by an ordinal number. Ex. third, 3rd 	ordinal numbers
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Resources: Harcourt: Lesson 12.6
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Have children line up and ask children to name his/her position in line.
 Literature: Anno's Counting Book by Mitsumasa Anno; Stay in Line by Teddy Slater; Where's Harley? By Carol Felton
 Other: Unitedstreaming - "Mathica's Mathshop: All-Star Elf" (15:00); Every Day Counts Calendar Math - Aug./Sept. p. 19-20, 25, 31; Oct. p. 35, 41-42; Nov. p. 48, 49, 52; Dec. p. 69; Jan. p. 74, 76; Feb. p. 88, 96; May/June p. 129.

2b. Essential Question - How can sets, numbers, and objects be compared and ordered?

NO.1.1.9	Compare 2 numbers, with less than 12 in each set, using objects and pictures with and without appropriate technology Ex. Set A: (XXXXXX) Set B: (O O O) Set A has more elements than set B	<ul style="list-style-type: none"> *count objects in a set up to 12 *define more, less, same and equal *compare 2 sets of objects or pictures with or without appropriate technology 	compare more less equal same
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Resources: Harcourt: Lesson 4.4, 7.3, 13.6
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt Lesson 9.3 - Daily Routine-TE 141A "Cast Your Votes: Self-Portraits"
 Literature: Henry Keeps Score by Daphne Skinner
 Other: Unitedstreaming - "Beginning Math Vocabulary" (15:00), "Math Monsters: Number Conservation, Transformation, And Equivalency"; The Super Source (K-2) Pattern Blocks Book "Scoop and Sort" p. 62; Every Day Counts Calendar Math - Aug./Sept. p. 26-27; Oct. p. 36-37, 45; Nov. p. 50; Dec. p. 64; Jan. p. 78-79; Apr. p. 124.

3. Enduring Understanding - Quantities can be joined, separated, and compared.

3a. Essential Question - How can counting strategies be used to join, separate, or compare sets?

NO.2.1.4a	Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction (Join: Result Unknown) Ex. Connie had 5 marbles. Juan gave her 8 more marbles. How many marbles does Connie have altogether?	<ul style="list-style-type: none"> *use manipulatives, pictures and other objects to demonstrate and solve join (result unknown) problems *use symbolic models to connect join (result unknown) problems to physical or pictorial models Example: $5 + 8 = 13$ marbles *strategies: joining all, counting on from first, counting on from larger, derived fact, recalled fact, invented strategies 	addition join start change result unknown number sentence
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	Student Learning Expectation	Task Analysis	Vocabulary
Resources:	Harcourt: Lesson 1.1, 1.2, 1.3, 1.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences. Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.		
NO.2.1.4b	Demonstrate various meanings of addition and subtraction (Separate: Result Unknown) Ex. Connie had 13 marbles. She gave 5 to Juan. How many marbles does Connie have left?	*use manipulatives, pictures and/or numbers to demonstrate and solve separate (result unknown) problems *use symbolic models to connect separate (result unknown) problems to physical or pictorial models Example: $13 - 8 = 5$ marbles *strategies: separating from, counting down, derived fact, recalled fact, invented strategies	separate strategies number sentence start change result unknown subtraction
Resources:	Harcourt: Lesson 3.1, 3.2, 3.3, 3.4, 4.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences. Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.		
NO.2.1.4c	Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction (Part-Part-Whole: Whole Unknown) Ex. Connie has 5 red marbles and 8 blue marbles. How many does she have?	*use manipulatives, pictures and other objects to demonstrate and solve part-part-whole (whole unknown) problems *use symbolic models to connect part-part-whole (whole unknown) problems to physical or pictorial models Example: $5 + 8 = 13$ marbles *strategies: joining all, counting on from first, counting on from larger, derived fact, recalled fact, invented strategies	addition join part whole number sentence
Resources:	Harcourt: Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences. Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.		

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<p>NO.2.1.4d</p> <p>Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction (Compare: Difference Unknown) Ex. Connie has 13 marbles. Juan has 5 marbles. How many more marbles does Connie have than Juan?</p>	<p>*use manipulatives, pictures and other objects to demonstrate and solve compare (difference unknown) problems *use symbolic models to connect compare (difference unknown) problems to physical or pictorial models Example: $13 - 5 = 8$ marbles $5 + \underline{\quad} = 13$ *strategies: matching, counting on to, counting down to, derived fact, recalled fact, invented strategies</p>	<p>compare more less number sentence</p>
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Resources:

Harcourt:
Odyssey: Search by standards for specific SLEs and RTI
MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences.
Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick
Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.

<p>NO.2.1.4e</p> <p>Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction (Join: Change Unknown) Ex. Connie has 5 marbles. How many more marbles does she need to have 13 marbles altogether?</p>	<p>*use manipulatives, pictures and other objects to demonstrate and solve join (change unknown) problems *use symbolic models to connect join (change unknown) problems to physical or pictorial models Example: $5 + \underline{\quad} = 13$ $13 - 5 = 8$ marbles *strategies: joining to, counting on to, derived fact, recalled fact, invented strategies</p>	<p>join more number sentence start change unknown result</p>
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Resources:

Harcourt:
Odyssey: Search by standards for specific SLEs and RTI
MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences.
Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick
Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.

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Student Learning Expectation	Task Analysis	Vocabulary
<p>NO.2.1.4f</p> <p>Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction (Separate: Change Unknown) Ex. Connie had 13 marbles. She gave some to Juan. Now she has 5 marbles left. How many marbles did Connie give to Juan?</p>	<p>*use manipulatives, pictures and other objects to demonstrate and solve separate (change unknown) problems *use symbolic models to connect separate (change unknown) problems to physical or pictorial models Example: $13 - \underline{\quad} = 5$ $13 - 5 = 8$ marbles *strategies: separating to, counting down to, derived fact, recalled fact, invented strategies</p>	<p>separate start change unknown result number sentence</p>
<p>Resources:</p>	<p>Harcourt: Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences. Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.</p>	
<p>NO.2.1.4g</p> <p>Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction (Part-Part-Whole: Part Unknown) Ex. Connie has 13 marbles. 5 are red and the rest are blue. How many blue marbles does Connie have?</p>	<p>*use manipulatives, pictures and other objects to demonstrate and solve part-part-whole (part unknown) problems *use symbolic models to connect part-part-whole (part unknown) problems to physical or pictorial models Example: $13 - 5 = 8$ blue marbles $5 + \underline{\quad} = 13$ *strategies: separating from, counting onto, counting down to, derived fact, recalled fact, invented strategies</p>	<p>separate part whole number sentence</p>
<p>Resources:</p>	<p>Harcourt: Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences. Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.</p>	
<p>NO.2.1.4h</p> <p>Use physical, pictorial and symbolic models to demonstrate various meanings of addition (Compare: Quantity Unknown) Ex. Juan has 5 marbles. Connie has 8 more than Juan. How many marbles does Connie have?</p>	<p>*use manipulatives, pictures and other objects to demonstrate and solve compare (quantity unknown) problems *use symbolic models to connect comparison problems to physical or pictorial models Example: $5 + 8 = 13$ marbles *strategies: joining all, counting on, derived fact, recalled fact, invented strategies</p>	<p>compare number sentence</p>

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Resources:	Harcourt: Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences. Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.		
NO.2.1.4i	Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction (Compare: Referent Unknown) Ex. Connie has 13 marbles. She has 5 more marbles than Juan. How many marbles does Juan have?	*use manipulatives, pictures and other objects to demonstrate and solve compare (referent unknown) problems *use symbolic models to connect compare (referent unknown) problems to physical or pictorial models Example: $13 - 5 = 8$ marbles *strategies: separating from, counting down, derived fact, recalled fact, invented strategies	more compare number sentence
Resources:	Harcourt: Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences. Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.		
NO.2.1.4j	Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction (Join: Start Unknown) Ex. Connie had some marbles. Juan gave her 5 more marbles. Now she has 13 marbles. How many marbles did Connie have to start with?	*use manipulatives, pictures and other objects to demonstrate and solve join (start unknown) problems *use symbolic models to connect join (start unknown) problems to physical or pictorial models Example: $__ + 5 = 13$ $13 - 5 = 8$ marbles *strategies: trial and error, derived fact, recalled fact, invented strategies	join more start unknown change result number sentence

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Resources:	Harcourt: Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences. Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.		
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NO.2.1.4k	Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction (Separate: Start Unknown) Ex. Connie had some marbles. She gave 5 to Juan. Now she has 8 marbles left. How many marbles did Connie have to start with?	*use manipulatives, pictures and other objects to demonstrate and solve separate (start unknown) problems *use symbolic models to connect separate (start unknown) problems to physical or pictorial models Example: $__ - 5 = 8$ $5 + 8 = 13$ marbles *strategies: trial and error, derived fact, recalled fact, invented strategies	start unknown change result separate less number sentence
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Resources:	Harcourt: Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 1.2 - Art/Drama Connection TE 5B Objective: To act out addition sentences. Literature: A Cache of Jewels by Ruth Heller; How Many Feet? How Many Tails? by Marilyn Burns; Monster Math by Grace Maccarone; Roll Over! A Counting Song by Merle Rick Other: Hands-On Standards (1-2) - Number and Operations Lessons 4, 9, 11, 15, 16, 17, 18, 28; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); The Super Source(K-2) Base Ten Blocks - "Feed the Birds" p.30; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131.		
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4. Enduring Understanding - The position of a digit in a number determines its value.

4a. Essential Question - How does the position of a digit in a number affect its value?

NO.1.1.11	Communicate the relative position of any number less than 20 (Ex. 18 is less than 20 and greater than 12)	*identify numbers to 20 *explain less than/greater than *demonstrate number sequence up to 20 *when given a number less than 20, list a number less than that number and a number more than that number	before after less than greater than equal to
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Resources:	Harcourt: Lesson AR – 1 Odyssey: Search by standards for specific SLEs and RTI MCO: Lesson 16.2 - Musical/Physical Connection TE 269B Objective: To create a song-and-dance routine to demonstrate position terms. Literature: Henry the Fourth by Stuart Murphy; The Fourth Little Pig by Teresa Celsi; Number Lines How Far to the Car by John Burnstein Other: Unitedstreaming - "Mathica's Mathshop: Captain Blunder's Treasure" (15:00); Every Day Counts Calendar Math - Aug./Sept. p. 26-7; Oct. p. 36-37, 45; Nov. p. 56; Dec. p. 64, 68; Jan. p. 78-79; Apr. p. 124		
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NO.2.1.3b	Apply number theory: use the terms sum and difference in appropriate context	<ul style="list-style-type: none"> *understand the meaning of sum *understand the meaning of difference 	sum difference
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Resources:

Harcourt: NA
 Odyssey: Search by standards for specific SLEs and RTI
MCO:
 Literature: A Cache of Jewels by Ruth Heller; How Many Snails? by Paul Giganti, Jr; How Many? How Many? by Rick Walton
 Other: Hands-On Standards (1-2) - Number and Operations Lesson 9, Algebra Lesson 1; The Super Source(K-2) Base Ten Blocks "Race to Clear the Mat" p. 62, "What's the Difference? p.82, "What Price Lunch?" p.78; Every Day Counts Calendar Math - Aug./Sept. p.21-22; Oct. p. 37, 42; Nov. p. 51; Dec. p. 65, 67; Jan. p. 75, 76; Feb. p. 87, 90, 98, 99; Mar. p. 104, 105; Apr. p. 117-119; May/June p. 130-131.

NO.2.1.3c	Apply number theory: use conventional symbols (+, -, =) to represent the operations of addition and subtraction	<ul style="list-style-type: none"> *use + when adding *use - when subtracting *use = when showing the same value 	addition subtraction equal + - =
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Resources:

Harcourt: Lesson 8.5, 13.4, 18.6
 Odyssey: Search by standards for specific SLEs and RTI
MCO:
 Literature: A Cache of Jewels by Ruth Heller; How Many Snails? by Paul Giganti, Jr; How Many? How Many? by Rick Walton
 Other: Hands-On Standards (1-2) - Number and Operations Lesson 9, Algebra Lesson 1; The Super Source(K-2) Base Ten Blocks "Race to Clear the Mat" p. 62, "What's the Difference? p.82, "What Price Lunch?" p.78; Every Day Counts Calendar Math - Aug./Sept. p.21-22; Oct. p. 37, 42; Nov. p. 51; Dec. p. 65, 67; Jan. p. 75, 76; Feb. p. 87, 90, 98, 99; Mar. p. 104, 105; Apr. p. 117-119; May/June p. 130-131.

5. Enduring Understanding - Mathematical expressions and equations represent relationships among quantities.

5a. Essential Question - How is a number sentence like a balance scale?

NO.2.1.5	Identify and use relationships between addition and subtraction to solve problems in contextual situations involving whole numbers	<ul style="list-style-type: none"> *count objects *combine sets *separate sets *understand that combining sets and separating sets are inverses (opposites) *use addition to solve a subtraction problem (Ex. 8 - 5 can be solved as 5 + ___ = 8; start with 5 and count on until you get 8) *write a fact family sentence to match a subtraction or an addition sentence (Ex. 2+3=5, 5-2=3, 3+2=5, and 5-3=2). 	whole numbers fact family addition subtraction
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Module 1 Start: 8/19/2009 Teaching Days: 33 Test: 10/6/2009 Remediation Days: 0

Student Learning Expectation	Task Analysis	Vocabulary
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Resources:	Harcourt: Lesson 4.5, 7.4, 8.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Unit 1 - Addition and Subtraction Stories "Math Story Book" – TE 62A-62B Literature: Alexander Who Used To Be Rich Last Sunday by Judith Viorst; Mrs. Mary Malarly's Seven Cats by Judy Hindley; One, Two, Three, and Four No More? by Catherine Gray Other: Hands-On Standards (1-2) - Number and Operations Lesson 10, 19; The Super Source(K-2) Pattern Blocks - "Pattern Block Toy Factory" p. 50; Every Day Counts Calendar Math - Aug./Sept. p. 26-27; Oct. p. 37, 41; Nov. p. 51; Dec. p. 65, 67; Feb. p. 90; Mar. p. 104-105; May/June p. 131	
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A.5.1.2	Recognize that "=" indicates a relationship in which the quantities on each side of an equation are equal (Ex. $3 + 2 = 4 + 1$)	*solve addition/subtraction facts *recognize "=" sign and identify its meaning (same value, NOT the answer)	equal sign addition subtraction number sentence
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Resources:	Harcourt: Lesson AR-9 Odyssey: Search by standards for specific SLEs and RTI MCO: Let students share what equals means by creating number sentences on the board and the students work in pairs using snap cubes to show their understanding: ex: child standing on the left can show 3+2 with 3 red cubes connected to 2 yellow cubes another child can stand in the middle holding a sign = with a third child showing 4+1 with 4 blue cubes connected to 1 green cube. Literature: A Million Fish More or Less by Patricia McKissack Other: Connect to NCTM Standards p 50-55 "Understanding Equality"; Every Day Counts Calendar Math - Aug/Sept. p. 22; Oct. p. 37; Nov. p. 51; Dec. p. 65,67; Jan. p. 76; Feb. p. 90; March p. 104; April p. 118-119; May/June p. 130-131	
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6. Enduring Understanding - Addition and subtraction are inverse operations.

6a. Essential Question - What strategies help in learning addition and subtraction facts?

NO.1.1.7a	Estimate the results of whole number addition problems and judge the reasonableness	*restate the definition of estimate *differentiate between estimating and counting *compare estimate of sums with actual sum *orally describe a reasonable (or an unreasonable) estimate for a sum	estimate reasonable sum addition
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Resources:	Harcourt: Lesson 19.4, 29.7 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will work in groups to estimate the number of snap cubes in two groups. After adding the two groups of snap cubes, students will judge the reasonableness of their estimate. Literature: A Million Fish More or Less by Pat McKissack; The Great Kapok Tree by Lynne Cherry Other: Hands-On Standards (1-2) - Number and Operations Lessons 5, 26; Read It! Draw It! Solve It! (Daily routine) by Dale Seymour; Every Day Counts Calendar Math - Oct. p. 40; Feb. p. 86.	
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NO.1.1.7b	Estimate the results of whole number subtraction problems and judge the reasonableness	*restate the definition of estimate *differentiate between estimating and counting *compare estimate of difference with actual difference *orally describe a reasonable (or an unreasonable) estimate for a difference	estimate reasonable difference subtraction
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Module 1 Start: 8/19/2009 Teaching Days: 33 Test: 10/6/2009 Remediation Days: 0

	Student Learning Expectation	Task Analysis	Vocabulary
Resources:	Harcourt: Lesson 19.4, 29.7 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will work in groups to estimate the number of snap cubes in two groups. After adding the two groups of snap cubes, students will judge the reasonableness of their estimate. Literature: A Million Fish More or Less by Pat McKissack; The Great Kapok Tree by Lynne Cherry Other: Hands-On Standards (1-2) - Number and Operations Lessons 5, 26; Read It! Draw It! Solve It! (Daily routine) by Dale Seymour; Every Day Counts Calendar Math - Oct. p. 40; Feb. p. 86.		
NO.2.1.2a	Develop an understanding of the commutative property of addition (turn around facts) using objects	*determine the sum of two sets of objects; reverse the order of the two sets and compare sums; summarize the results and identify that the commutative property is always true for addition *model the commutative property of addition using objects	equal sum turn around facts
Resources:	Harcourt: Lesson 2.1 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will make flash cards with a number (0-9) on each flash card and each student will represent a number. Students will change positions and reorder the numbers in the number sentence demonstrating the commutative property. Literature: Amanda Bean's Amazing Dream by Cindy Neuschwander Other: Hands-On Standards (1-2) - Algebra Lesson 2; The Super Source(K-2) Color Tiles "Frames of Ten", p.42; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. p. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131		
NO.2.1.2b	Develop an understanding of the identity property of addition (add 0) using objects	*determine the sum of any number and zero; summarize the results and identify that the identity property for addition is always true *model the identity property of addition using objects	equal zero sum
Resources:	Harcourt: Lesson 1.3 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will make flash cards with a number (0-9) on each flash card and each student will represent a number. Students will change positions and reorder the numbers in the number sentence demonstrating the identity property. Literature: Amanda Bean's Amazing Dream by Cindy Neuschwander Other: Hands-On Standards (1-2) - Algebra Lesson 2; The Super Source(K-2) Color Tiles: "Frames of Ten", p.42; Every Day Counts Calendar Math - Aug./Sept. p. 21-23, 25; Oct. p. 36-37; Nov. p. 50-51; Dec. p. 65-66; Jan. p. 76; Feb. p. 89-90; Mar. p. 104-105, 108; Apr. p. 118; May/June p. 131		
27 SLEs			End of Module 1

ALIGNMENT NOTES

Notes
The different problem types and various strategies should be reinforced throughout the year.

Student Learning Expectation	Task Analysis	Vocabulary
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1. Enduring Understanding - Counting is a strategy for finding the answer to how many.

1a. Essential Question - How can we find a number that is more than, less than, equal to, after, before, or between one or more numbers?

NO.1.1.1	Use efficient strategies to count a given set of objects in groups of 10 up to 100	*count to 10 *make a set of 10 with objects *count by 10s to 100	set grouping
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Resources:

Harcourt: Lesson 10.2, 10.4, 29.2, 29.5
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt TE p.143A "Calendar Math" Daily Routine Lesson 9.4: Daily Routine-TE 143B Objective: To learn how tally marks have been used in other cultures. Have one child build a number from 0-99 with connecting cubes. His or her partner records the tens and ones and then says the number.
 Literature: From One to One Hundred by Teri Sloat; A Cache of Jewels by Ruth Heller; Fish Eyes by Lois Eblert; The 100th Day of School by Angela Medearis; The King's Commissioners by Marilyn Burns
 Other: Hands-On Standards (1-2) - Number and Operations Lesson 2; Unitedstreaming - "Mathica's Math: Shop Help Wanted", "Mathica's Math Shop: The King Comes Calling"(15:00); The Super Source (K-2) Base Ten Blocks "Race for a Flat" p.58; The Super Source (K-2) Pattern Blocks "One Hundred" p.42; The Super Source (K-2) Snap Cubes "Multiples of 10" p.46; Every Day Counts Calendar Math - Aug./Sept. p. 27; Oct. p. 41, 42; Dec. p. 67, 68; Jan. p. 79; Feb. p. 91, 92; Mar. p. 107; Apr. p. 121; May/June p. 132, 133.

NO.2.1.1	Count on (forward) and back (backward) using physical models or a number line starting at any whole number up to fifty	*orally count forward and backward up to 50 beginning at 1 or at 50 *use a number line or other models such as unifix cubes or 100s charts to count forward and backward from any given number up to 50 *when given a number less than 50, count forward and backward	forward backward count on count back number line
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Resources:

Harcourt: Lesson 5.1, 5.2, 7.1, 13.1, 13.5, 19.1
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Lesson 1.2 - Art/Drama Connection TE 5b
 Literature: Ten Black Dots by Donald Crews; Ten in a Bed by Mary Rees; Ten, Nine, Eight by Molly Bang; 10 to Dinner by Jo Ellen Bogart
 Other: Unitedstreaming - "Math Monsters: Counting and Symbolizing" (15:00); Every Day Counts Calendar Math - Aug./Sept. p. 24- 29; Oct. p. 40-43; Nov. p. 55- 59; Dec. p. 68-69; Jan. p. 79-82; Feb. p. 92-94, 96-97; Mar. p. 107-110. May p. 132-133

NO.1.1.10	Compare 2 numbers, less than 100 using mathematical language of greater than, equal to (same amount as), less than	*identify numbers to 100 *sequence numbers to 100 *compare one number to another number using mathematical language: more than, less than, equal to, or the same amount as	compare greater than less than equal same amount
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Resources:

Harcourt: Lesson 11.1, 11.2, 11.3
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt Lesson 11.1 - Social Studies Connection TE 175B
 Literature: Slower Than a Snail by Anne Schreiber
 Other: Hands-On Standards (1-2) - Number and Operations Lesson 3; Unitedstreaming - "Mathica's Mathshop: Merry Band" (15:00); Every Day Counts Calendar Math - Aug./Sept. p. 24, 25, 26, 27; Oct. p. 40, 41, 42; Nov. p. 53, 55, 56; Dec. p. 68; Jan. p. 83; Feb. p. 91, 92; Mar. p. 107; Apr. p. 121; May/June p. 131, 132

Module 2 Start: 10/7/2009 Teaching Days: 33 Test: 12/1/2009 Remediation Days: 0

Student Learning Expectation	Task Analysis	Vocabulary
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A.4.1.5	Identify a number that is one more or one less than any whole number less than 100	*count in sequence to 100 *write or identify the number one after or one before than a given number
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more less whole number after before

Resources: Harcourt: Lesson 5.1, 5.2, 7.1, 11.4
Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt TE p.71B
Literature:
Other: Unitedstreaming - "TLC Elementary School: Problem Solving: Vol.1" (23:13); Every Day Counts Calendar Math - Aug/Sept. p. 25-26; Oct p. 40-42; Nov. p. 51; Jan. p. 75-77; Feb. p. 90-91; March p. 105; April p. 118-119

A.4.1.3	Use patterns to count forward and backward when given a number less than or equal to 50	*demonstrate counting to 50 *orally count forward or backward from a given number less than 50 *recognize patterns in the ones place and tens place up to 50 *complete a number sequence by counting forward or backward from a given number less than 50
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patterns count forward backward ones place tens place
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Resources: Harcourt: Lesson 11.5, 12.1, 12.3, AR-3
Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt TE p.183 A Count Forward and Backward
Literature: Pancakes for Breakfast by Tomie dePaola
Other: Unitedstreaming - "Counting and Symbolizing" (15:00); Hands-On Standards (1-2) - Algebra Lesson 4; Connect to NCTM Standards p.36-41
"Investigating Number Patterns: Skip Counting"; Every Day Counts Calendar Math - Aug/Sept. p. 19, 26-27; Oct. p. 41; Nov. p. 56; Dec. p. 68-69; Jan. p. 79; Feb. p. 92-94; March p. 107-108; April p. 121-122; May/June p. 132

2. Enduring Understanding - Successful problem solvers possess a set of core beliefs that support their work: problem solving is important, takes significant time and repeated efforts, and requires reflection.

2a. Essential Question - What are the specific strategies that have wide application in attacking problems and can help in problem solving?

NO.3.1.3a	Solve addition problems (TLI: in which all numbers are 20 or less) by using a variety of methods and tools (Ex. objects, mental computations, paper and pencil, and with and without appropriate technology)	Solve addition problems by using a variety of methods and tools
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addition mental math solve calculator
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Resources: Harcourt: Lesson 8.5
Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt p123A Finishing Addition and Subtraction Stories
Literature: Math Fables by Greg Tang; Math for All Seasons by Greg Tang
Other: Hands-On Standards (1-2) - Number and Operations Lesson 6, 10; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); "Math Monsters: Doubles and Their Neighbors" (15:00); Every Day Counts Calendar Math - Aug./Sept. p. 21-23; Oct. p. 36-38; Nov. p. 50-51; Dec. p. 64-65; Jan. p. 75-76; Feb. p. 90; Mar. p. 104-105; Apr. p. 117-118; May/June p. 130-131.

Module 2 Start: 10/7/2009 Teaching Days: 33 Test: 12/1/2009 Remediation Days: 0

Student Learning Expectation	Task Analysis	Vocabulary
NO.3.1.3b	Solve subtraction problems (TLI: in which all numbers are 20 or less) by using a variety of methods and tools (Ex. objects, mental computations, paper and pencil, and with and without appropriate technology)	Solve subtraction problems by using a variety of methods and tools
Resources:	subtraction mental math solve calculator Harcourt: Lesson 8.5 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt p123A Finishing Addition and Subtraction Stories Literature: Math Fables by Greg Tang; Math for All Seasons by Greg Tang Other: Hands-On Standards (1-2) - Number and Operations Lesson 6, 10; Unitedstreaming - "Math Investigations, Part One" (26:00), "Mathica's Mathshop: Away with Wishes" (15:00); "Math Monsters: Doubles and Their Neighbors" (15:00); Every Day Counts Calendar Math - Aug./Sept. p. 21-23; Oct. p. 36-38; Nov. p. 50-51; Dec. p. 64-65; Jan. p. 75-76; Feb. p. 90; Mar. p. 104-105; Apr. p. 117-118; May/June p. 130-131.	

3. Enduring Understanding - Patterns can grow and repeat.

3a. Essential Question - How are increasing and repeating patterns different?

A.4.1.6a	Recognize, extend, and create simple repeating patterns using a wide variety of materials and describe them using words, pictures or symbols	*use manipulatives, words, pictures symbols, etc. to represent, describe and extend a repeating pattern (ABABAB)	patterns extending patterns repeating patterns
Resources:	Harcourt: Lesson 17.1, 17.2, 17.3, 17.4, 17.5 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p.283A Model A Pattern Activity Literature: The Very Busy Spider by Eric Carle Other: Hands-On Standards (1-2) - Algebra Lesson 6, 7; A Balanced Approach to Math p 44-57 "Shapes and Numbers"; Connect to NCTM Standards p 42; Unitedstreaming - "Math Monsters: Computers" (15:00); Every Day Counts Calendar Math - Aug/Sept. p. 18-20, 24-27; Oct. p. 34-35, 40-42; Nov p. 48-49; Dec. p. 62-63; Jan. p. 74,79; Feb p. 87-88, 98-99; March p. 102-103; April p. 116-117; May/June p. 128-130, 132.		
A.4.1.6b	Recognize, extend, and create simple growing patterns using a wide variety of materials and describe them using words, pictures or symbols	*use manipulatives to recognize, describe, create and extend a growing pattern (ABAABAAAB)	patterns extending patterns growing patterns
Resources:	Harcourt: Lesson 17.1, 17.2, 17.3, 17.4, 17.5 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p.283A Model A Pattern Activity Literature: The Very Busy Spider by Eric Carle Other: Hands-On Standards (1-2) - Algebra Lesson 6, 7; A Balanced Approach to Math p 44-57 "Shapes and Numbers"; Connect to NCTM Standards p 42; Unitedstreaming - "Math Monsters: Computers" (15:00); Every Day Counts Calendar Math - Aug/Sept. p. 18-20, 24-27; Oct. p. 34-35, 40-42; Nov p. 48-49; Dec. p. 62-63; Jan. p. 74,79; Feb p. 87-88, 98-99; March p. 102-103; April p. 116-117; May/June p. 128-130, 132.		

Module 2 Start: 10/7/2009 Teaching Days: 33 Test: 12/1/2009 Remediation Days: 0

Student Learning Expectation	Task Analysis	Vocabulary
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3b. Essential Question - What is the repeating unit in the pattern?

A.4.1.2	Identify and describe patterns in the environment	*locate patterns in the environment and describe them *use the ABC labeling system to describe and label patterns	patterns
Resources:	Harcourt: Lesson 17.1, 17.3, 17.5 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will create a quilt square to describe themselves with words and/or pictures using an 8"x 8" square of paper. Use an appropriate sized piece of butcher paper to glue or tape on the squares to represent a quilt produced interdependently by the class. Literature: Mama Gets a New Job by Jan & Stan Berenstain; What's Nest, Nina? by Sue Kassirer Other: Hands-On Standards (1-2) - Algebra Lesson 6 p. 102; Unitedstreaming - "Math Monsters: Patterns" (15:00); Every Day Counts Calendar Math - Aug/Sept. p. 18-20, 24-27; Oct. p. 34-35, 40-42; Nov. p. 48-49, 55-57; Dec. p. 62-63; Jan. p. 74-75, 79; Feb. p. 87-88; Mar. p. 102-103; April p. 116-117; May/June p. 128-129		

4. Enduring Understanding - Mathematical expressions and equations represent relationships among quantities.

4a. Essential Question - How can symbols be used to represent quantities, operations, or relationships?

A.5.1.1	Select and/or write number sentences to find the unknown in problem-solving contexts involving single-digit addition and subtraction using appropriate labels (Ex. Bob had 5 baseball cards. His friend gave him some more. Now he has seven cards. How many cards did his friend give him?)	*select and/or write equations to match structure of a problem using one-digit numbers *work with all problem types (see appendix) Ex. $5 + \underline{\quad} = 7$ or $7 - 5 = \underline{\quad}$ cards	number sentence unknown addition subtraction start change result
Resources:	Harcourt: Lesson 20.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p.337A Reading Strategy Activity Literature: Bears on Wheels by Stan and Jan Berenstain; The Enormous Turnip p. AN9 Read Aloud Anthology Other: Hands-On Standards (1-2) - Algebra Lesson 10, 11; Every Day Counts Calendar Math - Aug/Sept. p. 22; Oct. p. 37; Nov. p. 51; Dec. p. 65,67; Jan. p. 76; Feb. p. 90; March p. 104; April p. 119; May/June p. 130		

5. Enduring Understanding - Addition and subtraction are inverse operations.

5a. Essential Question - What strategies help in learning addition and subtraction facts?

NO.3.1.1	Develop strategies for basic addition facts: counting all; counting on; one more, two more; doubles; doubles plus one or minus one; make ten; using ten frames; identity property (add 0)	*develop and use the following strategies for basic addition facts: <ul style="list-style-type: none"> • counting all • counting on • one more, two more • doubles • doubles plus one or minus one • make ten (Ex. $7 + 9 = (7 + 3) + 6 = 10 + 6 = 16$) <ul style="list-style-type: none"> • using ten frames • Identity Property (add zero) 	strategies number sentence doubles ten frames plus minus
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Module 2 Start: 10/7/2009 Teaching Days: 33 Test: 12/1/2009 Remediation Days: 0

	Student Learning Expectation	Task Analysis	Vocabulary
Resources:	Harcourt: Lesson 1.3, 2.5, 5.1, 5.2, 5.3, 6.1, 13.2, 13.3, 18.3, 18.5 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt Lesson 6.2 - Social Studies Connection TE 87B Objective: To model finding sums Literature: Caps for Sale by Esphyr Slobodkina; How Much is a Million? by David M. Schwartz; Millions of Cats by Wanda Gag; One Grain of Rice A Mathematical Folk Tale by William DeMichele; One, Two, Skip a Few! by Roberta Arenson; The 512 Ants on Sullivan Street by Carol A. Lois; Two of Everything by Lily Toy Hong; What's a Pair? What Comes in 2's, 3's, & 4's? by Suzanne Aker Other: Hands-On Standards (1-2) - Number and Operations Lesson 7, 27; Unitedstreaming - "Math: Number Theory" (28.42), "Mathica's Mathshop: Merry Band" (15:00); Every Day Counts Calendar Math - Aug./Sept. p. 21, 22; Oct. p. 37, 42; Nov. p. 51; Dec. p. 65, 67; Jan. p. 75-76; Feb. p. 90; Mar. p. 104-105; Apr. p. 117-119; May/June p. 130-131.		
A.5.1.3	Recognize that symbols such as a rectangle, a triangle and a rhombus in an addition or subtraction equation, represent a missing value that will make the statement true Ex. (rectangle) + 3 = 6 5 + 7 = (triangle) 4 = 5 - (rhombus)	*recognize that the symbol represents the missing value that makes the number sentence true *recognize a number sentence *recognize the flexibility of symbols	number sentence symbol missing value
Resources:	Harcourt: Lesson 14.1, 14.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt p.235A Model Missing Numbers; p.235B Advanced Learners Literature: Ant Friends Math Reader by Fay Robinson; Splash by Ann Jonas Other: Hands-On Standards (1-2) - Algebra Lesson 10 & 11		
NO.3.1.2	Develop strategies for basic subtraction facts: relating to addition (Ex. think of $7 - 3 = __$ as $3 + __ = 7$); one less, two less; all but one (Ex. $9 - 8$, $6 - 5$); using ten frames of the answers	*develop and use the following strategies for basic subtraction facts: • relating to addition (Ex. Think of $6 - 2 = __$ as $2 + __ = 6$) • one less, two less • all but one (Ex. $4 - 3$) • using ten frames of the answers	strategies number sentence ten frame less subtraction
Resources:	Harcourt: Lesson 7.1, 7.2, 7.3, 8.1, 14.1, 14.2, 19.2, 20.1 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt p. 101B Alternative Teaching Strategy Literature: 10 Kangaroo's Math Reader by Jane Manners; Thunder Cake by Patricia Polacco Other: Hands-On Standards (1-2) - Number and Operations Lesson 1.2; Unitedstreaming: "Math Monsters: The Making of Tens" (15:00), "Mathica's Mathshop: Help Wanted"(15:00); Every Day Count Calendar Math - Oct. p. 37; Nov. p. 51; Dec. p. 65, 67; Feb. p. 90; Mar. p. 104-105; Apr. p. 119; May/June p. 130-131.		

Module 2 Start: 10/7/2009 Teaching Days: 33 Test: 12/1/2009 Remediation Days: 0

Student Learning Expectation Task Analysis Vocabulary

6. Enduring Understanding - Time can be represented in a variety of ways.

6a. Essential Question - What are some ways time can be measured?

M.12.1.1	Recognize the number of days in a week and the number of days in a month using a calendar	*recognize a calendar *understand 7 days (in sequence) is a week Ex. from Wednesday to the next Wednesday is a week *tell how many days are in a given month when shown that month on a calendar	days week month calendar
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Resources: Harcourt: Lesson 25.1
Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt TE p. 417A Model Using a Calendar
Literature: Today is Monday by Eric Carle; Cookies Week by Cindy Word
Other: Unitedstreaming - Learning to Use a Calendar (19:00); Every Day Counts Calendar Math - Aug/Sept. p. 18-20; Oct. p. 34-35; Nov. p. 48-49; Dec. p. 62-63; Jan. p. 74-75; Feb. p. 87-88; March p. 102-103; April p. 116-117; May/June p. 128-129

M.12.1.2	Orally sequence the months of the year	*identify the names of the months *orally sequence the months of the year	months year order
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Resources: Harcourt: Lesson 25.1
Odyssey: Search by standards for specific SLEs and RTI
MCO:
Literature: The Year at Maple Hill Farm by Alice & Martin Provensen; The Hermit Crab by Eric Carle
Other: Unitedstreaming - "Learning to Use a Calendar" (19:00); Every Day Counts Calendar Math - Oct. p. 35; Dec. p. 62; Jan. p. 74; Feb. p. 87; March p. 102; May/June p. 128

6b. Essential Question - How are the units used to measure time related?

M.13.1.1	Use a calendar to determine elapsed time involving a time period of one week	*recognize a calendar *tell how many days are in a week *locate dates on a calendar *determine elapsed time on a calendar by counting days *use the calendar grid to solve elapsed time problems involving one week	calendar elapsed time week date names of days
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Resources: Harcourt: Lesson AR-11
Odyssey: Search by standards for specific SLEs and RTI
MCO:
Literature: Cookie's Week by Cindy Ward; Chicken Soup With Rice by Maurice Sendak
Other: Unitedstreaming - "Learning to Use a Calendar" (19:00), "Math Monsters: Time" (15:00); Hands-On Standards (1-2) Measurement Lesson 14; Every Day Counts Calendar Math - Aug/Sept. p. 18-20; Oct. p. 34-35; Nov. p. 48-49; Dec. p. 62-63; Jan. p. 74-75; Feb. p. 87-88; March p. 102-103; April p. 116-117; May/June p. 128-129

Module 2 Start: 10/7/2009 Teaching Days: 33 Test: 12/1/2009 Remediation Days: 0

Student Learning Expectation	Task Analysis	Vocabulary
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7. Enduring Understanding - The position of an object can be described.

7a. Essential Question - What words can be used to describe the position of an object?

G.10.1.1	Extend the use of location words to include distance (near, far, close to) and direction (left and right)	*demonstrate correct usage of location words: *locate an object close to, far from, near, left, or right of a given object	near far close to left right
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Resources: Harcourt: Lesson 16.2, 16.3, Math Game p. 280, Problem Solving p. 343
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Students can play a game of "Near/Far" – trying to find items in the classroom. Students can work in groups to draw maps of the classroom, their desks, the playground, the school, etc. and then write descriptions using location words.
 Literature: Oscar and Norman by Mona Lee; Where's That Bone? By Lucille Recht Penner
 Other: Connect to NCTM Standards 2000 "Creating Mental Images" p. 70, "Describing Movements" p. 76; The Super Source (K-2) Tangrams "Mirror Magician" p. 38, "Secret Builder" p. 54, "Shape Morpher" p. 58; The Super Source (K-2) Pattern Blocks "Three in a Row" p. 78; The Super Source (K-2) Color Tiles "Follow Me" p. 38; The Super Source (K-2) Geoboards "Path Finder" p. 50 Investigations Quilt Squares and Block Towns - Investigation 3 "Building a Block Town"; Every Day Counts Calendar Math - Aug./Sept. p. 19; Oct. p. 35; Nov. p. 48; Dec. p. 63; Jan. p. 74, 75; May/June p. 128-129

8. Enduring Understanding - Figures can be described and compared using their attributes.

8a. Essential Question - How can a figure be described?

G.8.1.1	Compare three-dimensional solids (sphere, cube, rectangular prism, cone, and cylinder) by investigating their physical characteristics	*compare three-dimensional solids by comparing their physical characteristics (round, made of squares, can roll, etc.)	three-dimensional solids sphere cube rectangular prism cone cylinder characteristics
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Resources: Harcourt: Lesson 15.1, 15.2, 15.3
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Students can work in groups with solid figures to sort and classify them as being able to stack, slide or roll.
 Literature: Kitten Castle by Mel Friedman
 Other: Unitedstreaming - "Monsters Math: Geometry" (15:00); Hands On Standards (1-2) - Algebra "Building Cubes and Prisms" p. 76; Connecting to NCTM Standards 2000 "Investigating Solid and Plane Shapes" p. 88; Investigations Quilt Squares and Block Towns - Investigation 2 "Comparing and Constructing 3-D Shapes", Investigation 3 "Building a Block Town"; Every Day Counts Calendar Math - Dec. p. 62- 64; May/June p. 128-129, 134, 135

Module 2 Start: 10/7/2009 Teaching Days: 33 Test: 12/1/2009 Remediation Days: 0			
Student Learning Expectation		Task Analysis	Vocabulary
G.8.1.2	Investigate the presence of three-dimensional objects in the environment	*identify three-dimensional objects in environment Examples: ball, food packages, box, ice cream cone	three-dimensional solids sphere cube rectangular prism cone cylinder
Resources:	Harcourt: Lesson 15.1, AR-4 Odyssey: Search by standards for specific SLEs and RTI MCO: Students can bring objects from home and sort them according to solid figure; Students can take a scavenger hunt, and work in groups to identify three-dimensional objects in the environment. On the scavenger, a digital camera could also be used to take pictures which could then be labeled and compiled into a class book; Students can play "I Spy," in the classroom, and with the "guessers" guessing, not only the object but, the solid shape. Literature: The Shape of Things by Dayle Ann Dodds; Shapes by John J. Reiss; Skyscrapers: Man-Made Wonders by Jason Cooper; Cubes, Cones, Cylinders and Spheres by Tana Hoban; A Star in My Orange by Dana Meachen Rau Other: Unitedstreaming - "Math Monsters: Geometry" (15:00); A Balanced Approach to Math - Geometry "Plane Shapes" p. 24-27; Every Day Counts Calendar Math - Dec. p. 62-64; May/June p. 128-129, 134-135		
G.11.1.1	Replicate a simple two-dimensional figure from a briefly displayed example or from a description	*review names of two dimensional figures: triangle, rectangle (including square), circle *verbally describe a figure and have students replicate it *briefly show a two-dimensional picture and have students replicate it through pictures or physical models	figure triangle rectangle (including square) circle size visualize (picture)
Resources:	Harcourt: Lesson 15.3 Odyssey: Search by standards for specific SLEs and RTI MCO: Students work in pairs, with one student giving the description of a shape, the number of lines and how their sizes compare to one another, etc., and the other replicating it. Literature: When a Line Bends, A Shape Begins by Rhonda Greene Other: A Balanced Approach to Math - Geometry "Plane Shapes" p. 24-25; Hands On Standards (1-2) Geometry "Identify Plane Shapes" p. 74-75; Connect to NCTM Standards 2000 "Creating Mental Images" p. 70; The Super Source (K-2) Tangrams "Half-Time Show" p. 30, "Secret Builder" p. 54; The Super Source (K-2) Pattern Blocks "Who Am I?" p. 82; The Super Source (K-2) Geoboards "All About Squares" p. 18, "Picture This" p. 54, "Tell Me About It" p. 70 Investigations Quilt Squares and Block Towns - Investigation 1: "2-D Shapes and Patterns"		
A.4.1.1	Sort and classify objects by one or two attributes in more than one way	*sort objects by one or two attributes (color, shape, size, etc.) in more than one way *describe/classify how objects were sorted	attributes color size shape sort alike different classify

Module 2 Start: 10/7/2009 Teaching Days: 33 Test: 12/1/2009 Remediation Days: 0

Student Learning Expectation	Task Analysis	Vocabulary
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Resources:	Harcourt: Lesson 9.1, 15.1, 15.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will work in pairs to sort a collection of buttons and describe the attributes used to sort. Literature: Grandma's Button Box by Linda Williams Aber Other: Unitedstreaming - "Learning About Sorting and Grouping" (15:00); Every Day Counts Calendar Math - Aug/Sept. p. 18-20; Oct. p. 34-35; Nov. p. 48-49; Dec. p. 62-64; Apr. p. 116-117; May/June p. 134-135.	
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9. Enduring Understanding - Geometric figures can be classified by attributes.

9a. Essential Question - What are the attributes of triangles, rectangles (including squares) and circles?

G.8.1.3	Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size	*orally describe two-dimensional figures *compare two-dimensional figures *sort and identify two-dimensional figures *make two-dimensional figures using toothpicks, string, color tiles, pencil and paper, etc. *manipulate geometric figures by changing position and size (Note: All triangles students are not equilateral .)	geometric figures triangle rectangle (including square) circle size characteristics 2-dimensional figures
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Resources:	Harcourt: Lesson 15.3, 15.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold Literature: The Greedy Triangle by Marilyn Burns; Color Farm by Lois Ehlert; What is Square? by Rebecca Dotlich; The Wing on a Flea by Ed Emberley; Circles, Triangles and Squares by Tann Hoban Other: Hands On Standards (1-2) "Identify Plane Shapes" p. 74-75; The Super Source (K-2) Tangrams "Same and Different" p. 50; The Super Source (K-2) Base Ten Blocks "Making Rectangles" p. 51; The Super Source (K-2) Geoboards "All About Squares" p.18, "Inside Triangles" p. 38, "What's the Same? What's Different?" p. 86; Investigations Quilt Squares and Block Towns - Investigation 1: "2-D Shapes and Patterns"; Every Day Counts Calendar Math - Aug/Sept. p. 18-20; Oct. p. 34-35; Nov. p. 48-49; Apr. p. 116-117	
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9b. Essential Question - What makes a figure symmetric?

G.9.1.1	Identify a line or lines of symmetry in two-dimensional figures and justify by folding	*identify equal parts of symmetrical shapes *fold objects to locate lines of symmetry *identify non-symmetrical lines in a symmetrical object *identify a line or lines of symmetry in two-dimensional figures and justify by folding	symmetry line of symmetry same size same shape
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Resources:	Harcourt: Lesson 16.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Use holiday or environmental shapes and work in groups to determine if they do or do not have a line of symmetry. Literature: Round Trip by Ann Jonas Other: Hands On Standards (1-2) - Geometry "Symmetry" p. 80-81; The Super Source (K-2) Tangrams "Flying Flags" p. 26, "Mirror Magician" p. 38; The Super Source (K-2) Pattern Blocks "Copy Cat" p. 26; The Super Source (K-2) Color Tiles "Mirror, Mirror On the Wall" p. 66; The Super Source (K-2) Geoboards "Make the Other Half" p. 46; The Super Source (K-2) Snap Cubes "Mirrored Images" p. 42	
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Student Learning Expectation	Task Analysis	Vocabulary
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9c. Essential Question - How are plane figures different from solids?

G.11.1.2	Recognize that new figures can be created by combining and subdividing models of existing figures	*identify names and meanings of triangle, rectangle (including square), circle *recognize and create figures formed by subdividing a given figure Ex. rectangle split into two triangles (these will not be equilateral triangles) *recognize and create a new figure from two or more given figures Ex. 2 red trapezoid pattern blocks can be put together to make a hexagon	combine subdivide figure
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Resources:	Harcourt: Lesson 15.5, AR-6, Math Game p.264 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p. 259A Make A Model Literature: The Greedy Triangle by Marilyn Burns; Grandfather Tang's Story by Ann Tompart; The Shape of Things by Dale Ann Dodds Other: Hands On Standards (1-2) Geometry - "Combining Shapes" p. 84, "Building Shapes" p. 86, "Tangram Puzzles" p. 88-89; Connecting to NCTM Standards 2000 "Exploring Shapes" p. 82; The Super Source (K-2) Tangrams "Cover and Count" p. 18, "Half-Time Show" p. 30, "Making A Quilt" p. 34, "Rectangle Race" p. 42, "Sailing Along" p. 46, "Same and Different" p. 50, "Shapes Within Shapes" p. 62, "Tan Designs" p. 66, "The Great Triangle Cover-Up" p. 78; The Super Source (K-2) Pattern Blocks "Cover the Caterpillar" p. 30, "Pattern Block Pizza" p. 46, "Spin to Win" p. 70; The Super Source (K-2) Geoboards "Shape Puzzles" p. 58, "Shapes From Four Squares" p. 62, "Shapes From Right Triangles" p. 66, "Try for Triangles" p. 78 Investigations Quilt Squares and Block Towns - Investigation 1 "2-D Shapes and Patterns", Investigation 3 "Building a Block Town"
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10. Enduring Understanding - Geometric figures can be manipulated without changing their attributes.

10a. Essential Question - What are transformations?

G.9.1.2	Manipulate two-dimensional figures through slides, flips and turns	*use manipulatives to flip, slide, and turn a two-dimensional figure *understand a figure retains its size and shape after a slide, a flip, or a turn	slides flips turns same different
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Resources:	Harcourt: Lesson 16.5, AR-5 Odyssey: Search by standards for specific SLEs and RTI MCO: After learning about either the history of quilting patterns or the ways they were used as part of the Underground Railroad, students can make quilting patterns using turns, flips and slides of two-dimensional figures. Literature: Circus Shapes by Stuart J. Murphy Other: Hands On Standards (1-2) - Geometry, Lesson 5 "Slides, Flips, and Turns"; The Super Source (K-2) Tangrams "Flying Flags" p. 26, "Mirror Magician" p. 38; The Super Source (K-2) Color Tiles "Explorations With Four Tiles" p. 34; The Super Source (K-2) Geoboards "Inside Triangles" p. 38 Investigations Quilt Squares and Block Towns - Investigation 1 "2-D Shapes and Patterns"; Every Day Counts Calendar Math - Apr. p. 116-117
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Student Learning Expectation

Task Analysis

Vocabulary

11. Enduring Understanding - Data displays organize information that can be easily analyzed.

11a. Essential Question - What are some ways to gather, record and interpret information?

A.6.1.1	Explore the use of a chart or table to organize information and to understand relationships	<p>*state the purpose of a chart or table *extend patterns in charts and tables *create a chart with two columns using common information (number of fingers, eyes, feet of a person, an animal, etc.) Ex. People Eyes 1 2 2 4 3 6 4 8 5</p>	chart table patterns
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Resources:	Harcourt: Lesson 6.4, 12.5 Odyssey: Search by standards for specific SLEs and RTI MCO: Have one-half of class stand & record on a chart the number of students, eyes, fingers, etc. Literature: Lily by Tong Hoy Other: Every Day Counts Calendar Math - Aug/Sept. p. 30-31; Oct. p. 44-45; Jan. p. 83; Feb. p. 98-99; March p. 111-112; April p. 123-124; May/June p. 134-135
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ALIGNMENT NOTES

Notes

The different problem types and various strategies should be reinforced throughout the year.

Module 3 Start: 12/2/2009 Teaching Days: 28 Test: 1/26/2010 Remediation Days: 0

Student Learning Expectation Task Analysis Vocabulary

1. Enduring Understanding - Time can be represented in a variety of ways.

1a. Essential Question - How are the units used to measure time related?

M.12.1.3	Recognize that an hour is longer than a minute and a minute is longer than a second	*identify that an hour is more than a minute and a minute is more than a second	hour minute second
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Resources: Harcourt: Lesson 25.5
 Odyssey: Search by standards for specific SLEs and RTI
 MCO: Harcourt TE p. 425B Alternative Teaching Strategy
 Literature: Clocks and More Clocks by Pat Hutchins
 Other: Unitedstreaming - "Math Monsters: Time" (15:00); Every Day Counts Calendar Math - Aug/Sept. p. 28-30; Oct. p. 43; Nov. p. 59

M.13.1.2	Tell time to the half-hour	*identify the numbers on a clock *identify starting point on a clock *identify the hour hand and the minute hand *identify 6 is half way on clock and understand it represents 30 minutes *explain 30 minutes equals half an hour *tell time to the half-hour *connect the time on a clock to the written time Ex. 12:30 (the colon separates the hour from the minutes)	half hour hour hand minute hand hour minute
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Resources: Harcourt: Lesson 24.4, 24.5
 Odyssey: Search by standards for specific SLEs and RTI
 MCO:
 Literature: The Grouchy Ladybug by Eric Carle; What Time Is It? by Rozanna Lanczek Williams; Monster Math School Time by Grace Maccarone
 Other: Hands-On Standards (1-2) Measurement Lesson 12; Every Day Counts Calendar Math - Aug/Sept. p. 28-30; Oct. p. 43; Nov. p. 59; Dec. p. 70-71; Jan. p. 81-82; Feb. p. 97-98; March p. 110

M.13.1.3a	Determine elapsed time (to the hour) in contextual situations (Ex. End time unknown: Lunch began at 11:00 and lasted 1 hour. When was lunch over?)	*read time correctly *count forward by hours on a clock from a given time *interpret the word problem to determine the unknown time	elapsed time hour began end
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Resources: Harcourt: Lesson AR-10
 Odyssey: Search by standards for specific SLEs and RTI
 MCO: Students work in pairs to write word problems involving elapsed time. The pairs trade questions and solve. As a whole group, questions are shared and then displayed for samples to be used as a resource.
 Literature:
 Other: Hands-On Standards (1-2) Measurement Lesson 14; Unitedstreaming - "Math Monsters: Time" (15:00); Every Day Counts Calendar Math - Oct. p. 43; Dec. p. 71; Jan. p. 82; Feb. p. 97-98; March p. 110

Module 3 Start: 12/2/2009 Teaching Days: 28 Test: 1/26/2010 Remediation Days: 0			
Student Learning Expectation		Task Analysis	Vocabulary
M.13.1.3b	Determine elapsed time (to the hour) in contextual situations (Ex. Elapsed hours unknown: John went to Tim's house at 3:00. He left at 5:00. How long did he stay?)	*read time correctly *count forward by hours on a clock from a given time *interpret the word problem to determine the unknown time	elapsed time hour start end
Resources:	Harcourt: Lesson AR-10 Odyssey: Search by standards for specific SLEs and RTI MCO: Students work in pairs to write word problems involving elapsed time. The pairs trade questions and solve. As a whole group, questions are shared and then displayed for samples to be used as a resource. Literature: Other: Hands-On Standards (1-2) Measurement Lesson 14; Unitedstreaming - "Math Monsters: Time" (15:00); Every Day Counts Calendar Math - Oct. p. 43; Dec. p. 71; Jan. p. 82; Feb. p. 97-98; March p. 110		
M.13.1.3c	Determine elapsed time (to the hour) in contextual situations (Ex. Beginning time unknown: Mary watched a movie for 2 hours. The movie ended at 8:00. When did the movie begin?)	*read time correctly *count backward by hours on a clock from a given time *interpret the word problem to determine the unknown time	elapsed time hour beginning ending
Resources:	Harcourt: Lesson AR-10 Odyssey: Search by standards for specific SLEs and RTI MCO: Students work in pairs to write word problems involving elapsed time. The pairs trade questions and solve. As a whole group, questions are shared and then displayed for samples to be used as a resource. Literature: Other: Hands-On Standards (1-2) Measurement Lesson 14; Unitedstreaming - "Math Monsters: Time" (15:00); Every Day Counts Calendar Math - Oct. p. 43; Dec. p. 71; Jan. p. 82; Feb. p. 97-98; March p. 110		
2. Enduring Understanding - Patterns can be found in many different forms.			
2a. Essential Question - How does finding patterns help in counting?			
A.4.1.4	Identify, describe and extend skip-counting patterns by 2s	*count by 2s to any given number *use a 100s chart to describe patterns in skip counting by 2s *identify, describe and extend patterns using skip counting by 2s	skip counting
Resources:	Harcourt: Lesson 12.1 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p. 183 A Count Forward and Backward & p.195B Alternative Teaching Strategy Literature: Two Ways to Count to 10 by Ruby Dee & Susan Meddaugh; Count on Pablo by Barbara Derubertis Other: Hands-On Standards (1-2) - Algebra, Lesson 4; Connect to NTCM Standards p 36-41 "Investigating Number Patterns: Skip Counting"; Unitedstreaming - "Mathica's Mathshop: Help Wanted" (15:00); Every Day Counts Calendar Math - Feb. p. 25-26		

Student Learning Expectation	Task Analysis	Vocabulary
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3. Enduring Understanding - Counting is a strategy for finding the answer to how many.

3a. Essential Question - How can we find a number that is more than, less than, equal to, after, before, or between one or more numbers?

A.4.1.3	Use patterns to count forward and backward when given a number less than or equal to 50	*demonstrate counting to 50 *orally count forward or backward from a given number less than 50 *recognize patterns in the ones place and tens place up to 50 *complete a number sequence by counting forward or backward from a given number less than 50	patterns count forward backward ones place tens place
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Resources: Harcourt: Lesson 11.5, 12.1, 12.3, AR-3
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt TE p.183 A Count Forward and Backward
 Literature: Pancakes for Breakfast by Tomie dePaola
 Other: Unitedstreaming - "Counting and Symbolizing" (15:00); Hands-On Standards (1-2) - Algebra Lesson 4; Connect to NCTM Standards p.36-41
 "Investigating Number Patterns: Skip Counting"; Every Day Counts Calendar Math - Aug/Sept. p. 19, 26-27; Oct. p. 41; Nov. p. 56; Dec. p. 68-69;
 Jan. p. 79; Feb. p. 92-94; March p. 107-108; April p. 121-122; May/June p. 132

4. Enduring Understanding - The position of a digit in a number determines its value.

4a. Essential Question - How does the position of a digit in a number affect its value?

NO.2.1.3a	Apply number theory: determine if a 1-digit number is odd or even	*identify one-digit odd and even numbers *use objects to represent a 1 digit number. Make pairs with the objects. If all the objects are parts of a pair, the number is even. If there is an object left over without a partner, the number is odd.	odd even pair partner
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Resources: Harcourt: NA Lesson 12.4
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Have children pair off by two's. Determine if there is a remainder. Is the number odd or even?; Harcourt TE p. 98 Alternative Teaching Strategy - Partner Game
 Literature: Even Steven and Odd Todd by Kathryn Cristaldi and Henry Morehouse
 Other: Hands-On Standards (1-2) - Number and Operations Lesson 9, Algebra Lesson 1; The Super Source(K-2) Base Ten Blocks "Race to Clear the Mat" p. 62, "What's the Difference? p.82, "What Price Lunch?" p.78; Every Day Counts Calendar Math - Aug./Sept. p.21-22; Oct. p. 37, 42; Nov. p. 51; Dec. p. 65, 67; Jan. p. 75, 76; Feb. p. 87, 90, 98, 99; Mar. p. 104, 105; Apr. p. 117-119; May/June p. 130-131.

5. Enduring Understanding - Monetary values can be represented in a variety of ways.

5a. Essential Question - What are some ways an amount of money can be represented?

M.12.1.4	Recognize and identify attributes of penny, nickel, dime, quarter and dollar bill	*identify the characteristics of each coin and of a dollar bill (size, shape, value and color) *recognize and identify pennies, nickels, dimes, quarters and dollar bills	attributes penny nickel dime quarter dollar bill
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Student Learning Expectation	Task Analysis	Vocabulary
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Resources:	Harcourt: Lesson 22.2, 23.2 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p. 369A Vocabulary Development Literature: Benny's Pennies by Pat Brisson; Pigs Will Be Pigs by Amy Axelrod Other: Unitedstreaming - "If You Made a Million" (17:51); Every Day Counts Calendar Math - Nov. p. 57-58; Jan. p. 80-81; March p. 108-109; May/June p. 133		
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5b. Essential Question - How can money be grouped and counted?			
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M.12.1.5	State the values of a penny, nickel, dime, quarter, and dollar bill	*recognize and state values of a penny, nickel, dime, quarter, and dollar bill	value penny nickel dime quarter dollar bill
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Resources:	Harcourt: Lesson 22.1, 22.2, 23.3 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt Vocabulary TE p. 367A, 369A, 387A Literature: Benny's Pennies by Pat Brisson; Pigs Will Be Pigs by Amy Axelrod; Bunny Money by Rosemary Wells Other: A Balanced Approach to Math "Money" p. 66-78; Unitedstreaming - "If You Made a Million" (17:51); Every Day Counts Calendar Math - Nov. p. 57-58; Jan. p. 80-81; March p. 108, 109; May/June p. 133		
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M.12.1.6	Compare the value of coins (pennies, nickels, dimes and quarters)	*identify coins *state the value of the coins *state the value of one coin in terms of another coin (1 dime = 2 nickels or 10 pennies, etc.) *compare the value of coins (nickel is less than a dime, etc.)	compare value pennies nickels dimes quarters less greater
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Resources:	Harcourt: Lesson 23.1, 23.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p. 383B Early Finishers Activity Literature: Other: A Balanced Approach to Math "Money" p. 66-78; Unitedstreaming - "If You Made a Million" (17:51); Every Day Counts Calendar Math - Nov. p. 57-58; Dec. p. 69; Jan. p. 80-81; March p. 108-109; May/June p. 133		
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M.13.1.4a	Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different types of coins, including pennies, nickels, and/or dimes	*determine the value of a collection of the same coin (ex. 3 nickels, etc.) *determine the value of a small collection of coins containing 2 different coins with a total value up to one dollar (ex. 5 nickels + 3 dimes) *apply counting patterns and adding strategies to determine the value of a small collection of coins with a total less than one dollar	money pennies nickels dimes coin value total
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Module 3 Start: 12/2/2009 Teaching Days: 28 Test: 1/26/2010 Remediation Days: 0			
Student Learning Expectation		Task Analysis	Vocabulary
Resources:	Harcourt: Lesson 22.3, 22.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p 391B - Recognize ways other cultures use money Literature: A Quarter from the Tooth Fairy by Caren Holtzman; Jelly Beans for Sale by Bruce McMillan Other: A Balanced Approach to Math p. 66-78; Unitedstreaming - "If You Made a Million" (17:51); Every Day Counts Calendar Math - Nov. p. 57-58; Dec. p. 69; Jan. p. 80-81; March p. 108-109; May/June p. 133		
M.13.1.4b	Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different types of coins, including pennies, nickels, dimes, and/or quarters	*determine the value of a collection of the same coin (ex. 3 quarters, etc.) *determine the value of a small collection of coins containing 2 different coins with a total value up to one dollar (ex. 2 quarters + 4 pennies) *apply counting patterns and adding strategies to determine the value of a small collection of coins with a total less than one dollar	money pennies nickels dimes quarters coin value total
Resources:	Harcourt: Lesson 22.3, 22.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p 391B - Recognize ways other cultures use money Literature: A Quarter from the Tooth Fairy by Caren Holtzman; Jelly Beans for Sale by Bruce McMillan Other: A Balanced Approach to Math p. 66-78; Unitedstreaming - "If You Made a Million" (17:51); Every Day Counts Calendar Math - Nov. p. 57-58; Dec. p. 69; Jan. p. 80-81; March p. 108-109; May/June p. 133		
M.13.1.5	Represent and write the value of money using the cent sign	*recognize the value of coins *recognize and record the cent sign when writing the value of money	value ¢
Resources:	Harcourt: Lesson 22.1, 22.4, 22.5, 23.1, 23.4 Odyssey: Search by standards for specific SLEs and RTI MCO: In pairs, the class will make money flash cards to place in the math center. On one side of the card, the coin representation of an amount will be drawn. On the reverse side, students will write the total amount of money from the first side using the cent sign. Literature: Alexander Who Used to Be Rich Last Sunday by Judith Viorst; Bunny Money by Rosemary Wells; Arthur's Funny Money by Lillian Hoban Other: A Balanced Approach to Math p.75; Unitedstreaming - "If You Made a Million" (17:51); Every Day Counts Calendar Math - Nov. p. 57-58; Dec. p. 69; Jan. p. 80-81; May/June p. 133		
M.13.1.6	Show different combinations of coins that have the same value	*recognize the value of a collection of coins *make a different collection of coins that has the same value as the first collection *may use 3 types of coins	value coin equal
Resources:	Harcourt: Lesson 23.5 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p.391B recognize ways other cultures use money Literature: Alexander Who Used to Be Rich Last Sunday by Judith Viorst; Bunny Money by Rosemary Wells; Arthur's Funny Money by Lillian Hoban Other: Unitedstreaming - "If You Made a Million" (17:51); Every Day Counts Calendar Math - Nov. p. 57-58; Dec. p. 69; Jan. p. 80-81; March p. 108-109; May/June p. 133		

Module 3 Start: 12/2/2009 Teaching Days: 28 Test: 1/26/2010 Remediation Days: 0

Student Learning Expectation Task Analysis Vocabulary

6. Enduring Understanding - A fraction represents a part of a whole.

6a. Essential Question - How can $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ be represented?

NO.2.1.6	Model and represent division as sharing equally in contextual situations (Ex. sharing cookies equally among four children)	*model situations in which you separate a set into fair shares using objects, pictures, etc. and represent this process as division	equal shares fair shares equal divide
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Resources: Harcourt: Lesson AR-7
 Odyssey: Search by standards for specific SLEs and RTI
 MCO: Ask four children to come to the front of the room. Hand one child a sack of counters and demonstrate sharing equally among the children until no counters are left.
 Literature: Everybody Wins! by Sheila Bruce; The Doorbell Rang by Pat Hutchins
 Other: Hands-On Standards (1-2) - Number and Operations Lessons 20, 22; Unitedstreaming - "Mathica's Mathshop Mary, Mary Extraordinary"(15:00); Every Day Counts Calendar Math - Dec. p. 69; Feb. p. 89, 93

16 SLEs End of Module 3

ALIGNMENT NOTES

Notes

The different problem types and various strategies should be reinforced throughout the year.

Student Learning Expectation	Task Analysis	Vocabulary
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1. Enduring Understanding - A fraction represents a part of a whole.

1a. Essential Question - How can 1/2, 1/3, and 1/4 be represented?

NO.1.1.12a	Represent commonly used fractions using words and physical models for halves, thirds and fourths. Recognize that fractions are represented by equal parts of a whole	*apply knowledge of fractions when visually determining if an object is divided equally into halves, thirds, and fourths (recognize that fractions are represented by equal parts of a whole) *demonstrate division of a whole figure into parts (halves, thirds, and fourths) *illustrate fractions using physical models (halves, thirds, and fourths)	fraction whole halves thirds fourths
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Resources: Harcourt: Lesson 21.2, 21.3, 21.4
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Eating Fractions by Bruce McMillan; Clean-Sweep Campers by Lucille Recht Penner; Give Me Half by Stuart Murphy
 Literature: Benny's Pennies by Pat Brisson; Fraction Action by Loreen Leedy; Gator Pie by Louise Mathews
 Other: Hands-On Standards (1-2) - Number and Operations Lesson 23, Lesson 24; Unitedstreaming - "Mathica's Mathshop: Winter Warm-Up"(15:00), "Sweet Dreams" (15:00); The Super Source (K-2) Pattern Blocks "Cover the Caterpillar", p.30; The Super Source (K-2) Cuisenaire Rods "A Like and Different" p. 18; Every Day Counts Calendar Math - Oct. p. 43; Nov. p. 56; Feb. p. 89, 95, 98

NO.1.1.12b	Represent commonly used fractions using words and physical models for halves, thirds and fourths. Identify and illustrate parts of sets of objects	*apply knowledge of fractions when visually determining if a set of objects is divided equally into halves, thirds, and fourths (recognize that fractions are represented by equal parts of a set of objects) *demonstrate division of a set of objects into parts (halves, thirds, and fourths) *illustrate fractions using physical models (halves, thirds, and fourths)	fraction set whole halves thirds fourths
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Resources: Harcourt: Lesson 21.5
 Odyssey: Search by standards for specific SLEs and RTI
MCO: Eating Fractions by Bruce McMillan; Clean-Sweep Campers by Lucille Recht; Penner Give Me Half by Stuart Murphy
 Literature: Benny's Pennies by Pat Brisson; Fraction Action by Loreen Leedy; Gator Pie by Louise Mathews
 Other: Hands-On Standards (1-2): Number and Operations Lesson 23, Lesson 24; Unitedstreaming: "Mathica's Mathshop: Winter Warm-Up"(15:00); "Sweet Dreams" (15:00); The Super Source (K-2) Pattern Blocks: "Cover the Caterpillar", p.30; The Super Source (K-2) Cuisenaire Rods: A Like and Different, p. 18; Every Day Counts Calendar Math: Oct. p. 43; Nov. p. 56; Feb. p. 89, 95, 98

2. Enduring Understanding - Specific tools measure specific attributes.

2a. Essential Question - How is estimation helpful in measurement?

M.13.1.8a	Estimate and measure length/width with non-standard units	*identify length/width *choose appropriate non-standard units of measurement *estimate measurements using non-standard units *measure using non-standard units and compare to estimate	estimate measure length width non-standard units
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	Student Learning Expectation	Task Analysis	Vocabulary
Resources:	Harcourt: Lesson 26.2, 26.6 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will use paper clips, inch worms, yarn, etc. to measure the length of objects around the classroom. Students will then discuss the differences between the ways the items were measured. Literature: How Big is a Foot? by Rolf Myller Other: Hands-On Standards (1-2) Measurement Lesson 5, 7; A Balanced Approach to Math p. 34-43; Connect to NCTM Standards p. 94-119; Unitedstreaming - "Mathica's Mathshop: Allstar Elf" (15:00), "Math Monsters: Standard & Nonstandard Measurement" (15:00), "Mathica's Mathshop: Captain Blunder's Treasure" (15:00), "VideoMath: Size" (15:57); Every Day Counts Calendar Math - Oct. p. 39; Nov. p. 54-55; March p. 105-106; April p. 119		
M.13.1.8b	Estimate and measure capacity/volume with non-standard units	*identify capacity/volume *choose appropriate non-standard units of measurement *estimate measurements using non-standard units *measure using non-standard units and compare to estimate	estimate measure capacity/volume non-standard units
Resources:	Harcourt: Lesson 27.1 Odyssey: Search by standards for specific SLEs and RTI MCO: Literature: What's Up With That Cup? by Sheila Keenan Other: Hands-On Standards (1-2) Measurement Lesson 5, 7; A Balanced Approach to Math p. 34-43; Connect to NCTM Standards p. 94-119; Unitedstreaming - "Mathica's Mathshop: Allstar Elf" (15:00), "Math Monsters: Standard & Nonstandard Measurement" (15:00), "Mathica's Mathshop: Captain Blunder's Treasure" (15:00), "VideoMath: Size" (15:57); Every Day Counts Calendar Math - Oct. p. 39; Nov. p. 54-55; March p. 105-106; April p. 119		
M.13.1.8c	Estimate and measure weight/mass with non-standard units	*identify weight/mass *choose appropriate non-standard units of measurement *estimate measurements using non-standard units *measure using non-standard units and compare to estimate	estimate measure weight/mass non-standard units
Resources:	Harcourt: Lesson 28.1 Odyssey: Search by standards for specific SLEs and RTI MCO: Literature: Other: Hands-On Standards (1-2) Measurement Lesson 5, 7; A Balanced Approach to Math p. 34-43; Connect to NCTM Standards p. 94-119; Unitedstreaming - "Mathica's Mathshop: Allstar Elf" (15:00), "Math Monsters: Standard & Nonstandard Measurement" (15:00), "Mathica's Mathshop: Captain Blunder's Treasure" (15:00), "VideoMath: Size" (15:57); Every Day Counts Calendar Math - Oct. p. 39; Nov. p. 54-55; March p. 105-106; April p. 119		
2b. Essential Question - Why are standard units of measurement used?			
M.13.1.7	Select the appropriate non-standard measurement tools for length, capacity and mass	*choose the appropriate manipulative or object to measure: length (ex. paperclips, teddy bears, pencils), capacity (ex. cylinder, different size glasses), weight/mass (balance and objects such as teddy bears)	non-standard measurement tools length capacity weight/mass

Module 4 Start: 1/27/2010 Teaching Days: 32 Test: 3/16/2010 Remediation Days: 0			
Student Learning Expectation		Task Analysis	Vocabulary
Resources:	Harcourt: Lesson 26.2, 27.1, 28.1 Odyssey: Search by standards for specific SLEs and RTI MCO: After reading How Big Is a Foot? students will write about something that they think people must measure to build or make. Then, students will illustrate their pictures and share ideas with the class. Literature: How Big Is a Foot? by Rolf Myller Other: Hands-On Standards (1-2) Measurement Lesson 1, 4; A Balanced Approach to Math p. 34-43; Connect to NCTM Standards p. 94-119; Unitedstreaming - "Mathica's Mathshop: Allstar Elf ", "Math Monsters: Standard & Nonstandard Measurement"; Every Day Counts Calendar Math Oct. p. 38-39; Nov. p. 54-55; March p. 105-106; April p. 119		
M.13.1.9	Surround a figure with objects and tell how many it takes to go around	*surround a figure with objects *count number of objects needed to surround the figure	perimeter surround
Resources:	Harcourt: Lesson AR-12 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will use unifix or snap cubes to tell how many it takes to go around objects. Students will record data and work in groups to discuss their answers. Findings will be displayed for students to use during lessons. Literature: How Big is a Foot? by Rolf Myller Other: Hands-On Standards (1-2) Measurement Lesson 5, 7		
M.13.1.10	Cover a figure with squares and tell how many it takes	*cover a figure with squares *count number of objects needed to cover the figure	area cover
Resources:	Harcourt: Lesson AR-12 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will work in pairs to cover various figures with color tiles. Students will count the total number of tiles and report to the class. The class will then discuss what happens when two of the figures are tapes together. Students will share ideas about the number of tiles used and the size of the figures. Literature: How Big is a Foot? by Rolf Myller Other: Hands-On Standards (1-2) Measurement Lesson 8; Connect to NCTM Standards p. 108-113 "Exploring Area"; Unitedstreaming - "Math Monsters: Area" (15:00); The Super Source (K-2) Snap Cubes "Puzzles" p.54		
2c. Essential Question - What units and tools measure the different attributes?			
M.12.1.8	Recognize attributes of measurement (length, weight, capacity and mass) and identify appropriate tools used to measure each attribute	*recognize measurement terms (length, weight, capacity, weight/mass) *identify ruler, yard stick, scale, measuring cup, gallon, etc. *model and practice each tool's use *identify correct tools used in context	attributes measurement length weight capacity weight/mass ruler yard stick scale measuring cup gallon

Student Learning Expectation		Task Analysis	Vocabulary
Resources:	Harcourt: Lesson AR-12 Odyssey: Search by standards for specific SLEs and RTI MCO: Students can work in pairs during center time to measure classroom objects for length or weight. They can take turns measuring with string the lengths of their arms, hands, fingers, around head, length of foot, etc. then use snap cubes or other manipulatives to check lengths. Have objects available to weigh with a balance scale. Literature: Inch by Inch by Leo Lionni; Jim and the Beanstalk by Raymond Briggs; Math Counts: Weight by Henry Pluckrose; Just a Little Bit by Anne Tompert; Who Sank the Boat by Pamela Allen Other: Hands-On Standards (1-2) Measurement Lesson 4; Connect to NCTM Standards p. 94-119; Unitedstreaming - "Videomath: Size" (15:57); Every Day Counts Calendar Math - Aug/Sept. p. 38-39; Nov. p. 55-56; March p. 105-106; April p. 119, 120, 131		
A.7.1.1	Interpret qualitative change (Ex. changes in seasons, temperature, height, etc. "Today is colder than yesterday, so I need to wear a jacket")	*compare changes in objects and environment *use prior knowledge to make an inference	compare change
Resources:	Harcourt: Lesson 28.4, AR-2 Odyssey: Search by standards for specific SLEs and RTI MCO: Have children draw a picture to show common activities and clothing worn in hot and cold weather. Literature: Season of Arnold's Apple Tree by Gail Gibbons Other: Every Day Counts Calendar Math - Aug/Sept. p. 18-20; Oct. p. 34-35; Nov. p. 48-50; Dec. p. 62-64; Jan. p. 74-75; Feb. p. 87-88; March p. 102-103; April p. 116-117; May/June p. 128-129		
M.12.1.7	Distinguish between hot and cold temperatures on a thermometer (Ex. The higher the mercury level the warmer the temperature)	*describe what a thermometer is and what it is used for *explain difference in hot vs. cold on a thermometer	hot cold temperatures thermometer
Resources:	Harcourt: Lesson 28.4 Odyssey: Search by standards for specific SLEs and RTI MCO: The teacher will have the students describe the type clothing for various temperatures shown on a large teaching thermometer during small group lessons as an assessment. Literature: What is the Weather Like Today? By Kim Mitzo Thompson Other: Every Day Counts Calendar Math - Oct. p. 44-45; Apr. p. 123-125		
3. Enduring Understanding - Data displays organize information that can be easily analyzed.			
3a. Essential Question - What are some ways to gather, record and interpret information?			
DAP.14.1.1a	Data collection: identify the purpose	* Why was the data collected? * What question was asked when the data was collected?	purpose/reason data collection question

	Student Learning Expectation	Task Analysis	Vocabulary
Resources:	Harcourt: Odyssey: Search by standards for specific SLEs and RTI MCO: Have students bring items from home with cultural significance. Sort items in class based on attributes and then organize and data. Literature: Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban; This is the Way We Get to School by Baer; We Can Make Graphs by Roxanne Lanczak Williams & Michael Jarrett; The Button Box by Bonnie Tank; Mary Wore Her Red Dress by Merle Peek Other: United Streaming - "Math Monsters: Data Collection" (15:00); Hands On Standards (1-2) Bar Graphs p. 146-147; Connect to NCTM Standards 2000 "Representing Data" p. 122; Investigations Mathematical Thinking at Grade 1 - Investigation 5; Investigations Survey Questions and Secret Rules Investigations 1-4; The Super Source (K-2) Cuisenaire Rods "What's in a Scoop?" p. 86; The Super Source (K-2) Color Tiles "Counting Colors" p. 18; The Super Source (K-2) Tangrams "Tan Designs" p. 66; The Super Source (K-2) Pattern Blocks "Scoop and Sort" p.62; Every Day Counts Calendar Math - Aug./Sept. p. 30-31; Oct. p. 44-45; Jan. p. 83; Feb. p. 95-96, 98-99; March p. 111-112; April p. 123-125		
DAP.14.1.1b	Data collection: collect, organize and display physical objects for describing the results	*collect objects to graph *sort objects to answer given question *display sorted objects on a graph	data collection graph display objects
Resources:	Harcourt: Lesson 9.2, Math Game p. 154 Odyssey: Search by standards for specific SLEs and RTI MCO: Have students bring items from home with cultural significance. Sort items in class based on attributes and then organize and data. Literature: Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban; This is the Way We Get to School by Baer; We Can Make Graphs by Roxanne Lanczak Williams & Michael Jarrett; The Button Box by Bonnie Tank; Mary Wore Her Red Dress by Merle Peek Other: United Streaming - "Math Monsters: Data Collection" (15:00); Hands On Standards (1-2) Bar Graphs p. 146-147; Connect to NCTM Standards 2000 "Representing Data" p. 122; Investigations Mathematical Thinking at Grade 1 - Investigation 5; Investigations Survey Questions and Secret Rules Investigations 1-4; The Super Source (K-2) Cuisenaire Rods "What's in a Scoop?" p. 86; The Super Source (K-2) Color Tiles "Counting Colors" p. 18; The Super Source (K-2) Tangrams "Tan Designs" p. 66; The Super Source (K-2) Pattern Blocks "Scoop and Sort" p.62; Every Day Counts Calendar Math - Aug./Sept. p. 30-31; Oct. p. 44-45; Jan. p. 83; Feb. p. 95-96, 98-99; March p. 111-112; April p. 123-125		
3b. Essential Question - What information do bar graphs, pictographs, Venn diagrams, and T-charts show?			
DAP.15.1.1a	Analyze and interpret concrete and pictorial graphs: bar graphs	*identify, read, interpret and analyze bar graphs	bar graph
Resources:	Harcourt: Lesson 9.5, 9.6, 25.3 Odyssey: Search by standards for specific SLEs and RTI MCO: The Mitten by Jan Brett Use grade-level appropriate graphs of popular foods or sports in different cultures. Discuss the results shown by the graphs. Literature: Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban; We Can Make Graphs by Roxanne Lanczak Williams; 10 for Dinner by Jo Ellen Bogart Other: Unitedstreaming - "Math Monsters: Data Collection" (15:00), "Learning to Use Graphs" (17:00); Hands on Standards (1-2) - Data Analysis Lesson "Bar Graphs" p. 146-147, "Pictographs" p. 148-149; A Balanced Approach to Math - Data Analysis "Graphing" p. 59-60; Connect to NCTM Standards 2000 "Interpreting Bar Graphs" p. 141; Investigations - Mathematical Thinking at Grade 1 - Investigation 5; Investigations - Survey Questions & Secret Rules – Investigations 1-4; Every Day Counts Calendar Math - Aug./Sept. p. 30-31; Oct. p. 44-45; Jan.p. 83; Feb. p. 95-96, 98-99; Mar. p. 111-112; Apr. p. 123-125		

Module 4 Start: 1/27/2010 Teaching Days: 32 Test: 3/16/2010 Remediation Days: 0			
Student Learning Expectation		Task Analysis	Vocabulary
DAP.15.1.1b	Analyze and interpret concrete and pictorial graphs: pictographs	*identify, read, interpret and analyze pictographs	pictograph
Resources:	Harcourt: Lesson 9.2, 9.3 Odyssey: Search by standards for specific SLEs and RTI MCO: The Mitten by Jan Brett Use grade-level appropriate graphs of popular foods or sports in different cultures. Discuss the results shown by the graphs. Literature: Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban; We Can Make Graphs by Roxanne Lanczak Williams; 10 for Dinner by Jo Ellen Bogart Other: Unitedstreaming - "Math Monsters: Data Collection" (15:00), "Learning to Use Graphs" (17:00); Hands on Standards (1-2) - Data Analysis Lesson "Bar Graphs" p. 146-147, "Pictographs" p. 148-149; A Balanced Approach to Math - Data Analysis "Graphing" p. 59-60; Connect to NCTM Standards 2000 "Interpreting Bar Graphs" p. 141; Investigations - Mathematical Thinking at Grade 1 - Investigation 5; Investigations - Survey Questions & Secret Rules – Investigations 1-4; Every Day Counts Calendar Math - Aug./Sept. p. 30-31; Oct. p. 44-45; Jan.p. 83; Feb. p. 95-96, 98-99; Mar. p. 111-112; Apr. p. 123-125		
DAP.15.1.1c	Analyze and interpret concrete and pictorial graphs: Venn diagrams	*identify, read, interpret and analyze Venn diagrams	Venn diagram
Resources:	Harcourt: Lesson 9.1 Odyssey: Search by standards for specific SLEs and RTI MCO: The Mitten by Jan Brett Use grade-level appropriate graphs of popular foods or sports in different cultures. Discuss the results shown by the graphs. Literature: Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban; We Can Make Graphs by Roxanne Lanczak Williams; 10 for Dinner by Jo Ellen Bogart Other: Unitedstreaming - "Math Monsters: Data Collection" (15:00), "Learning to Use Graphs" (17:00); Hands on Standards (1-2) - Data Analysis Lesson "Bar Graphs" p. 146-147, "Pictographs" p. 148-149; A Balanced Approach to Math - Data Analysis "Graphing" p. 59-60; Connect to NCTM Standards 2000 "Interpreting Bar Graphs" p. 141; Investigations - Mathematical Thinking at Grade 1 - Investigation 5; Investigations - Survey Questions & Secret Rules – Investigations 1-4; Every Day Counts Calendar Math - Aug./Sept. p. 30-31; Oct. p. 44-45; Jan.p. 83; Feb. p. 95-96, 98-99; Mar. p. 111-112; Apr. p. 123-125		
DAP.15.1.1d	Analyze and interpret concrete and pictorial graphs: T-chart	*identify, read, interpret and analyze T-charts	T-chart
Resources:	Harcourt: Odyssey: Search by standards for specific SLEs and RTI MCO: The Mitten by Jan Brett Use grade-level appropriate graphs of popular foods or sports in different cultures. Discuss the results shown by the graphs. Literature: Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban; We Can Make Graphs by Roxanne Lanczak Williams; 10 for Dinner by Jo Ellen Bogart Other: Unitedstreaming - "Math Monsters: Data Collection" (15:00), "Learning to Use Graphs" (17:00); Hands on Standards (1-2) - Data Analysis Lesson "Bar Graphs" p. 146-147, "Pictographs" p. 148-149; A Balanced Approach to Math - Data Analysis "Graphing" p. 59-60; Connect to NCTM Standards 2000 "Interpreting Bar Graphs" p. 141; Investigations - Mathematical Thinking at Grade 1 - Investigation 5; Investigations - Survey Questions & Secret Rules – Investigations 1-4; Every Day Counts Calendar Math - Aug./Sept. p. 30-31; Oct. p. 44-45; Jan.p. 83; Feb. p. 95-96, 98-99; Mar. p. 111-112; Apr. p. 123-125		

Module 4 Start: 1/27/2010 Teaching Days: 32 Test: 3/16/2010 Remediation Days: 0

Student Learning Expectation		Task Analysis	Vocabulary
DAP.15.1.2	Make a true statement about the data displayed on a graph or chart (Ex. 5 people ride the bus)	*read and interpret all parts of a graph (title, key, labels, etc.) *create a true statement (oral or written)	true statement key title labels graph data
Resources:	Harcourt: Lesson 9.2, 9.3, 9.4, 9.6, 9.7, 18.6 Odyssey: Search by standards for specific SLEs and RTI MCO: Have students make a graph of how they get to school. Students then can work in groups to answer questions and write statements based on the graph. Literature: Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban; We Can Make Graphs by Roxanne Lanczak Williams Other: Hands on Standards (1-2) - Data Analysis Lesson "Bar Graphs" p. 146-147, "Pictographs" p. 148-149; A Balanced Approach to Math - Data Analysis "Graphing" p. 61; Connect to NCTM Standards 2000 "Interpreting Bar Graphs" p. 141; Investigations - Mathematical Thinking at Grade 1 Investigation 5; Investigations - Survey Questions and Secret Rules - Investigation 1-4; The Super Source (K-2) Color Tiles "Counting Colors" p. 18; The Super Source (K-2) Pattern Blocks "Scoop and Sort" p.62, "Spin and Graph" p.66; Every Day Counts Calendar Math – Aug./Sept. p. 30-31; Oct. p. 44-45; Jan.p. 83; Feb. p. 95-96, 98-99; March p. 111-112; April p. 123- 125		
DAP.16.1.1	Explore making simple predictions for a given set of data	*analyze data *make a prediction based on the data, prior knowledge, patterns, and sequence (What do you think will happen now that you have looked at the data?)	prediction data
Resources:	Harcourt: Lesson 30.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Have the class draw pictures of other students involved in some activity. As they share pictures, ask the class to tell what event takes place before the activity and what event might happen next. Literature: Jumanji by Chris Van Allsburg Other: Hands On Standards (1-2) - Data Analysis Lesson "Making Predictions" p. 154; Connect to NCTM Standards 2000 "Predicting Outcomes" p. 128; The Super Source (K-2) Snap Cubes "Red or Blue?" p. 58, "Sneek a Peek" p. 66; The Super Source (K-2) Cuisenaire Rods "Load the Trucks!" P.50; The Super Source (K-2) Color Tiles "Counting Colors" p. 18; Every Day Counts Calendar Math - Oct. p. 35-36; Feb. p. 88; March p. 112		
4. Enduring Understanding - The likelihood of an event depends on the possible outcomes.			
4a. Essential Question - How can the possible outcomes for an event be determined?			
DAP.17.1.1	Describe the probability of an event as being more, less, or equally likely to occur (Ex. There are 10 red cubes and 4 blue cubes in this bag. Which color are you more/less likely to pull from this bag?)	*compare sets as more, less, equal *Describe the probability of an event as being more, less, or equally likely to occur	more likely less likely equally likely probability

Module 4 Start: 1/27/2010 Teaching Days: 32 Test: 3/16/2010 Remediation Days: 0

	Student Learning Expectation	Task Analysis	Vocabulary
Resources:	Harcourt: Lesson 30.2, 30.3, Problem Solving p. 519 Odyssey: Search by standards for specific SLEs and RTI MCO: Students will make a probability book based on personal experiences (i.e. things that are likely to happen and things that are unlikely to happen. Students will play probability games in cooperative groups (i.e. spinning spinners, drawing cubes out of a bag, flipping a coin). Have students make a 1 minute and less than 1 minute collages with magazine pictures (with real-world connections) that show appropriate activities. Define events as more or less likely to occur during a minute. Literature: Cloudy With a Chance of Meatballs by Judi Barrett Other: Hands On Standards(1-2) - Data Analysis Lesson "Likely Outcomes" p. 152-153; The Super Source (K-2) Snap Cubes "Red or Blue?" p. 58; The Super Source (K-2) Color Tiles "Counting Colors"; Every Day Counts Calendar Math - Oct. p. 35-36		
20 SLEs	End of Module 4		

ALIGNMENT NOTES

Notes
The different problem types and various strategies should be reinforced throughout the year.

Student Learning Expectation	Task Analysis	Vocabulary
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1. Enduring Understanding - The groupings of 1s and 10s for a given number can be taken apart in different ways.

1a. Essential Question - In what different ways can numbers be grouped?

NO.1.1.5	Use multiple models to develop understandings of place value including tens and ones (Ex. pictures of base 10 blocks to show 23 will be ___tens and ___ones = ___)	*demonstrate place value using manipulatives *understand place value (ones and tens) *illustrate representations of groups of tens and ones	place value ones tens base ten blocks
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Resources: Harcourt: Lesson 10.3, 10.4, 10.5
Odyssey: Search by standards for specific SLEs and RTI
MCO: Working in cooperative groups students will roll number cubes and represent their number with base ten blocks(units and rods). Students will take turns rolling the number cube and adding that value to the previous number and represent the new number with the appropriate base ten blocks (units and rods).
Literature: The Case of the Missing Birthday Party by Joanne Rocklin; Geraldine’s Blanket by Holly Keller; From One to One Hundred by Teri Sloat
Other: Hands-On Standards(1-2) - Number and Operations Lesson 14; The Super Source (K-2) Base Ten Blocks “Number Builder”, p. 54; The Super Source (K-2) Snap Cubes Book “Closest to 100”, p.22; Every Day Counts Calendar Math - Aug./Sept. p. 25-27; Oct. p. 40-42; Nov. p. 52-54; Dec. p. 66- 69; Jan. p. 77-78; Feb. p. 91-94; Mar. p. 107-108; Apr. p. 121-122; May/June p. 131-132

2. Enduring Understanding - The position of a digit in a number determines its value.

2a. Essential Question - How does the position of a digit in a number affect its value?

NO.1.1.10	Compare 2 numbers, less than 100 using mathematical language of greater than, equal to (same amount as), less than	*identify numbers to 100 *sequence numbers to 100 *compare one number to another number using mathematical language: more than, less than, equal to, or the same amount as	compare greater than less than equal same amount
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Resources: Harcourt: Lesson 11.1, 11.2, 11.3
Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt Lesson 11.1 - Social Studies Connection TE 175B
Literature: Slower Than a Snail by Anne Schreiber
Other: Hands-On Standards (1-2) - Number and Operations Lesson 3; Unitedstreaming - “Mathica’s Mathshop: Merry Band” (15:00); Every Day Counts Calendar Math - Aug./Sept. p. 24, 25, 26, 27; Oct. p. 40, 41, 42; Nov. p. 53, 55, 56; Dec. p. 68; Jan. p. 83; Feb. p. 91, 92; Mar. p. 107; Apr. p. 121; May/June p. 131, 132

Module 5 Start: 3/17/2010 Teaching Days: 28 Test: 5/4/2010 Remediation Days: 0

Student Learning Expectation

Task Analysis

Vocabulary

3. Enduring Understanding - Addition and subtraction are inverse operations.

3a. Essential Question - What strategies help in learning addition and subtraction facts?

A.5.1.3	Recognize that symbols such as a rectangle, a triangle and a rhombus in an addition or subtraction equation, represent a missing value that will make the statement true Ex. (rectangle) + 3 = 6 5 + 7 = (triangle) 4 = 5 - (rhombus)	*recognize that the symbol represents the missing value that makes the number sentence true *recognize a number sentence *recognize the flexibility of symbols	number sentence symbol missing value
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Resources:	Harcourt: Lesson 14.1, 14.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt p.235A Model Missing Numbers; p.235B Advanced Learners Literature: Ant Friends Math Reader by Fay Robinson; Splash by Ann Jonas Other: Hands-On Standards (1-2) - Algebra Lesson 10 & 11
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4. Enduring Understanding - Patterns can grow and repeat.

4a. Essential Question - How are increasing and repeating patterns different?

A.4.1.6a	Recognize, extend, and create simple repeating patterns using a wide variety of materials and describe them using words, pictures or symbols	*use manipulatives, words, pictures symbols, etc. to represent, describe and extend a repeating pattern (ABABAB)	patterns extending patterns repeating patterns
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Resources:	Harcourt: Lesson 17.1, 17.2, 17.3, 17.4, 17.5 Odyssey: Search by standards for specific SLEs and RTI MCO: Harcourt TE p.283A Model A Pattern Activity Literature: The Very Busy Spider by Eric Carle Other: Hands-On Standards (1-2) - Algebra Lesson 6, 7; A Balanced Approach to Math p 44-57 "Shapes and Numbers"; Connect to NCTM Standards p 42; Unitedstreaming - "Math Monsters: Computers" (15:00); Every Day Counts Calendar Math - Aug/Sept. p. 18-20, 24-27; Oct. p. 34-35, 40-42; Nov p. 48-49; Dec. p. 62-63; Jan. p. 74,79; Feb p. 87-88, 98-99; March p. 102-103; April p. 116-117; May/June p. 128-130, 132.
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5. Enduring Understanding - Time can be represented in a variety of ways.

5a. Essential Question - How are the units used to measure time related?

M.13.1.3b	Determine elapsed time (to the hour) in contextual situations (Ex. Elapsed hours unknown: John went to Tim's house at 3:00. He left at 5:00. How long did he stay?)	*read time correctly *count forward by hours on a clock from a given time *interpret the word problem to determine the unknown time	elapsed time hour start end
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Module 5 Start: 3/17/2010 Teaching Days: 28 Test: 5/4/2010 Remediation Days: 0

Student Learning Expectation	Task Analysis	Vocabulary
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Resources:	Harcourt: Lesson AR-10 Odyssey: Search by standards for specific SLEs and RTI MCO: Students work in pairs to write word problems involving elapsed time. The pairs trade questions and solve. As a whole group, questions are shared and then displayed for samples to be used as a resource. Literature: Other: Hands-On Standards (1-2) Measurement Lesson 14; Unitedstreaming - "Math Monsters: Time" (15:00); Every Day Counts Calendar Math - Oct. p. 43; Dec. p. 71; Jan. p. 82; Feb. p. 97-98; March p. 110	
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6. Enduring Understanding - Figures can be described and compared using their attributes.

6a. Essential Question - How can a figure be described?

G.8.1.1	Compare three-dimensional solids (sphere, cube, rectangular prism, cone, and cylinder) by investigating their physical characteristics	*compare three-dimensional solids by comparing their physical characteristics (round, made of squares, can roll, etc.)	three-dimensional solids sphere cube rectangular prism cone cylinder characteristics
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Resources:	Harcourt: Lesson 15.1, 15.2, 15.3 Odyssey: Search by standards for specific SLEs and RTI MCO: Students can work in groups with solid figures to sort and classify them as being able to stack, slide or roll. Literature: Kitten Castle by Mel Friedman Other: Unitedstreaming - "Monsters Math: Geometry" (15:00); Hands On Standards (1-2) - Algebra "Building Cubes and Prisms" p. 76; Connecting to NCTM Standards 2000 "Investigating Solid and Plane Shapes" p. 88; Investigations Quilt Squares and Block Towns - Investigation 2 "Comparing and Constructing 3-D Shapes", Investigation 3 "Building a Block Town"; Every Day Counts Calendar Math - Dec. p. 62- 64; May/June p. 128-129, 134, 135	
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7. Enduring Understanding - Geometric figures can be classified by attributes.

7a. Essential Question - What makes a figure symmetric?

G.9.1.1	Identify a line or lines of symmetry in two-dimensional figures and justify by folding	*identify equal parts of symmetrical shapes *fold objects to locate lines of symmetry *identify non-symmetrical lines in a symmetrical object *identify a line or lines of symmetry in two-dimensional figures and justify by folding	symmetry line of symmetry same size same shape
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Resources:	Harcourt: Lesson 16.4 Odyssey: Search by standards for specific SLEs and RTI MCO: Use holiday or environmental shapes and work in groups to determine if they do or do not have a line of symmetry. Literature: Round Trip by Ann Jonas Other: Hands On Standards (1-2) - Geometry "Symmetry" p. 80-81; The Super Source (K-2) Tangrams "Flying Flags" p. 26, "Mirror Magician" p. 38; The Super Source (K-2) Pattern Blocks "Copy Cat" p. 26; The Super Source (K-2) Color Tiles "Mirror, Mirror On the Wall" p. 66; The Super Source (K-2) Geoboards "Make the Other Half" p. 46; The Super Source (K-2) Snap Cubes "Mirrored Images" p. 42	
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Module 5 Start: 3/17/2010 Teaching Days: 28 Test: 5/4/2010 Remediation Days: 0

Student Learning Expectation

Task Analysis

Vocabulary

8. Enduring Understanding - Monetary values can be represented in a variety of ways.

8a. Essential Question - What are some ways an amount of money can be represented?

M.12.1.4	Recognize and identify attributes of penny, nickel, dime, quarter and dollar bill	*identify the characteristics of each coin and of a dollar bill (size, shape, value and color) *recognize and identify pennies, nickels, dimes, quarters and dollar bills	attributes penny nickel dime quarter dollar bill
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Resources: Harcourt: Lesson 22.2, 23.2
Odyssey: Search by standards for specific SLEs and RTI
MCO: Harcourt TE p. 369A Vocabulary Development
Literature: Benny's Pennies by Pat Brisson; Pigs Will Be Pigs by Amy Axelrod
Other: Unitedstreaming - "If You Made a Million" (17:51); Every Day Counts Calendar Math - Nov. p. 57-58; Jan. p. 80-81; March p. 108-109; May/June p. 133

9. Enduring Understanding - Specific tools measure specific attributes.

9a. Essential Question - What units and tools measure the different attributes?

M.12.1.8	Recognize attributes of measurement (length, weight, capacity and mass) and identify appropriate tools used to measure each attribute	*recognize measurement terms (length, weight, capacity, weight/mass) *identify ruler, yard stick, scale, measuring cup, gallon, etc. *model and practice each tool's use *identify correct tools used in context	attributes measurement length weight capacity weight/mass ruler yard stick scale measuring cup gallon
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Resources: Harcourt: Lesson AR-12
Odyssey: Search by standards for specific SLEs and RTI
MCO: Students can work in pairs during center time to measure classroom objects for length or weight. They can take turns measuring with string the lengths of their arms, hands, fingers, around head, length of foot, etc. then use snap cubes or other manipulatives to check lengths. Have objects available to weigh with a balance scale.
Literature: Inch by Inch by Leo Lionni; Jim and the Beanstalk by Raymond Briggs; Math Counts: Weight by Henry Pluckrose; Just a Little Bit by Anne Tompert; Who Sank the Boat by Pamela Allen
Other: Hands-On Standards (1-2) Measurement Lesson 4; Connect to NCTM Standards p. 94-119; Unitedstreaming - "Videomath: Size" (15:57); Every Day Counts Calendar Math - Aug/Sept. p. 38-39; Nov. p. 55-56; March p. 105-106; April p. 119, 120, 131

Module 5 Start: 3/17/2010 Teaching Days: 28 Test: 5/4/2010 Remediation Days: 0

Student Learning Expectation

Task Analysis

Vocabulary

10. Enduring Understanding - Data displays organize information that can be easily analyzed.

10a. Essential Question - What information do bar graphs, pictographs, Venn diagrams, and T-charts show?

DAP.15.1.1a	Analyze and interpret concrete and pictorial graphs: bar graphs	*identify, read, interpret and analyze bar graphs	bar graph
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Resources:

Harcourt: Lesson 9.5, 9.6, 25.3
 Odyssey: Search by standards for specific SLEs and RTI
MCO: The Mitten by Jan Brett Use grade-level appropriate graphs of popular foods or sports in different cultures. Discuss the results shown by the graphs.
 Literature: Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban; We Can Make Graphs by Roxanne Lanczak Williams; 10 for Dinner by Jo Ellen Bogart
 Other: Unitedstreaming - "Math Monsters: Data Collection" (15:00), "Learning to Use Graphs" (17:00); Hands on Standards (1-2) - Data Analysis Lesson "Bar Graphs" p. 146-147, "Pictographs" p. 148-149; A Balanced Approach to Math - Data Analysis "Graphing" p. 59-60; Connect to NCTM Standards 2000 "Interpreting Bar Graphs" p. 141; Investigations - Mathematical Thinking at Grade 1 - Investigation 5; Investigations - Survey Questions & Secret Rules – Investigations 1-4; Every Day Counts Calendar Math - Aug./Sept. p. 30-31; Oct. p. 44-45; Jan.p. 83; Feb. p. 95-96, 98-99; Mar. p. 111-112; Apr. p. 123-125

DAP.15.1.1d	Analyze and interpret concrete and pictorial graphs: T-chart	*identify, read, interpret and analyze T-charts	T-chart
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Resources:

Harcourt:
 Odyssey: Search by standards for specific SLEs and RTI
MCO: The Mitten by Jan Brett Use grade-level appropriate graphs of popular foods or sports in different cultures. Discuss the results shown by the graphs.
 Literature: Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban; We Can Make Graphs by Roxanne Lanczak Williams; 10 for Dinner by Jo Ellen Bogart
 Other: Unitedstreaming - "Math Monsters: Data Collection" (15:00), "Learning to Use Graphs" (17:00); Hands on Standards (1-2) - Data Analysis Lesson "Bar Graphs" p. 146-147, "Pictographs" p. 148-149; A Balanced Approach to Math - Data Analysis "Graphing" p. 59-60; Connect to NCTM Standards 2000 "Interpreting Bar Graphs" p. 141; Investigations - Mathematical Thinking at Grade 1 - Investigation 5; Investigations - Survey Questions & Secret Rules – Investigations 1-4; Every Day Counts Calendar Math - Aug./Sept. p. 30-31; Oct. p. 44-45; Jan.p. 83; Feb. p. 95-96, 98-99; Mar. p. 111-112; Apr. p. 123-125

11 SLEs End of Module 5

ALIGNMENT NOTES

Notes
The different problem types and various strategies should be reinforced throughout the year.

