

Days Taught	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Daily Activities	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us / www.muhenberg.kyschools.us/?q=node/61 Engagement Cube	Literacy/ Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/stand/ard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel.	Technology 50 Ideas Resources- Text, sites,...
5 days	<p>Measurement & Data</p> <p>I can tell time to the hour using an analog and digital clock.</p> <p>Why does "what" we measure influence "how" we measure?</p> <p>Why display data in different ways?</p> <p>1.MD.3</p>	<p>Time Skills (Various worksheets-See Mrs. Campbell)</p> <p>Common Core Clinics- Measurement, Data, Geometry- p.17-24</p> <p>Reading the Clock p.99</p> <p>Hour p. 100-101</p> <p>Accelerated Math 1st Grade Library</p>	<p>Minute Hand</p> <p>Hour Hand</p> <p>Clock</p> <p>Face</p> <p>Analog Clock</p> <p>Digital Clock</p> <p>Hour</p>	<p>Visualizing Vocabulary</p> <p>Learning Log</p> <p>Writing/Personal Response:</p> <p>Compare & Contrast analog & digital clocks.</p> <p>Which clock do you prefer to use and why?</p> <p>Draw the hands on a clock to show your favorite time of the day.</p> <p>Write that time on an analog clock.</p>	<p>"The Grouchy Ladybug" By: Eric Carle</p> <p>"What About You?" By T.J. Banks (see Mrs. Wilson for copy)</p>	<p>F- Common Core Clinics- Measurement , Data, Geometry- p.21-24</p> <p>S- Common Assessment</p>	<p>S- Practice pages 24-25 and 26-27</p> <p>G- Stretch your Thinking p.E101</p> <p>G- Math Whizz Teacher Resource: 2nd grade: Measurement and Data: Tell & write time from analog and digital clocks.</p>	<p>United Streaming: Math Monsters: Time</p> <p>Brainpop Jr.: Parts of a Clock Time to the Hour</p> <p>YouTube: Hip-Hop Around the Clock (song)</p> <p>Smart Exchange: Telling Time to the Hour</p> <p>Smart Exchange: Time to the Hour</p> <p>Math Whizz Teacher Resource: Measurement & Data: Tell and write time.</p>

<p>5 days</p>	<p>I can tell time to the half hour using an analog and digital clock.</p> <p>Why does "what" we measure influence "how" we measure?</p> <p>Why display data in different ways?</p> <p>1.MD.3</p>	<p>Lesson 3.7 (Everyday Math)</p> <p>Time Skills (Various worksheets-See Mrs. Campbell)</p> <p>Common Core Clinics-Measurement, Data, Geometry- p.17-24</p> <p>Half Hour p.102</p> <p>"Who has?" Activity</p> <p>Accelerated Math 1st Grade Library</p>	<p>Minute Hand Hour Hand Clock Face Analog Clock Digital Clock Half Hour</p>	<p>Visualizing Vocabulary</p> <p>Learning Log</p> <p>Writing: Explain where the minute hand is when it is 5:30.</p> <p>Personal Response: Make a schedule (using the form from Brainpop Jr. Writing activity). Write about what you're doing at each time.</p>		<p>F- Common Core Clinics-Measurement , Data, Geometry-p.21-24</p> <p>S-Common Assessment</p>	<p>S- Half Hour p.R102</p> <p>S- Reading the Clock p.R99</p> <p>S- Hour p.R100 & R101</p> <p>G- Half Hour p.E102</p> <p>G-Problem Solving Act it Out p. E103</p>	<p>Brainpop Jr.: Time to the Half Hour</p> <p>SmartExchange: Telling Time: to the half hour.</p> <p>Game for Telling Time-Hour and Half Hour http://resources.oswego.org/games/StopTheClock/sthec1.html</p>
<p>2 days</p>	<p>I can order three objects by length. That means I can put three objects in order from shortest to longest or longest to shortest.</p> <p>Why does "what" we measure influence "how" we measure?</p> <p>Why display data in different ways?</p> <p>1.MD.1</p>	<p>Common Core Clinics-Measurement, Data, Geometry- p.10-16</p> <p>Accelerated Math 1st Grade Library</p>	<p>Length Shortest Longest Order</p>	<p>Visualizing Vocabulary</p> <p>Learning Log</p> <p>Give students 3 rectangles with different lengths (not in order) and ask students are these in order from shortest to longest why or why not.</p>		<p>F- Common Core Clinics-Measurement , Data, Geometry-p.14-16</p> <p>S-Common Assessment</p>	<p>G- Accelerated Math 2nd Grade Library</p>	

3 days	<p>I can compare the length of two objects by using a third object.</p> <p>Why does "what" we measure influence "how" we measure?</p> <p>Why display data in different ways?</p> <p>1.MD.1</p>	<p>Lesson 4.2 & 4.3 (Everyday Math)</p> <p>Common Core Clinics- Measurement, Data, Geometry- p.4-9</p> <p>Accelerated Math 1st Grade Library</p> <p>"Longer, Shorter, Same" Van de Walle book p.228</p> <p>"Length Hunt" Van de Walle book p.229</p> <p>"Crooked Path" Van de Walle book p.229 & p. 249-250</p> <p>"How long is the Teacher?" Van de Walle book p/230</p> <p>"Guess and Measure" Van de Walle book p.231</p> <p>"Changing Units" Van de Walle book p.231</p>	Compare Length	<p>Visualizing Vocabulary</p> <p>Learning Log</p> <p>Measure It!- Personal Response/Writing www.fun-n-first.blogspot.com/2011/11/measurement-fun.html</p> <p>Give students a paperclip, marker, and a ruler. Have them complete the sentence. "The ruler is longer than the marker. So it must be longer than the _____."</p> <p>Pick any three things and write them in order from shortest to longest.</p>		<p>F- Common Core Clinics- Measurement , Data, Geometry- p.8-9</p> <p>S-Common Assessment</p>	<p>S- Math Whizz Teacher Resource- Kindergarten- Describe and Compare #2</p> <p>G- Accelerated Math 2nd Grade Library</p>	Math Whizz Teacher Resource Measurement and Data
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5 days	<p>I can measure an object by using nonstandard units.</p> <p>Why does "what" we measure influence "how" we measure?</p> <p>Why display data in different ways?</p> <p>1.MD.2</p>	<p>Measuring with Nonstandard Units</p> <p>http://www.teachervision.fen.com/measurement/printable/31607.html</p> <p>Lesson 4.2 & 4.3 (Everyday Math)</p> <p>Common Core Clinics- Measurement, Data, Geometry- p.10-16</p> <p>Popped vs. Unpopped</p> <p>Using Nonstandard Units p.104</p> <p>Accelerated Math 1st Grade Library</p>	<p>Nonstandard Units</p>	<p>Have your partner measure the length of the desk with their shoe, you measure it with your hand. Who has the highest number. Why is their number higher?</p>		<p>F- Common Core Clinics- Measurement , Data, Geometry- p.14-16</p> <p>S- Common Assessment</p>	<p>S- Counting Caterpillars p.86</p> <p>S- Using Nonstandard Units p.R104</p> <p>G- Second Grade Math Whizz Teacher Resource Measurement & Data</p> <p>G- Paper Clip Differences p. 95</p> <p>G- Using Nonstandard Units p.E104</p> <p>G- Accelerated Math 2nd Grade Library</p>	<p>United Streaming: Math Monsters: Standard and Nonstandard</p> <p>YouTube: Sid the Science Kid: A Pirate's Tale Music Video</p> <p>YouTube: Sid the Science Kid: The Whale Episode</p> <p>SmartExchange:Nonstandard Unit of Measure</p> <p>Interactive Game: Curious George http://pbskids.org/curiousgeorge/games/how_tall/how_tall.html</p> <p>Math Whizz Teacher: Measurement and Data</p>
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Daily practice	I can find 10 more or 10 less than a number using a hundreds chart. I can explain how I found my answer. 1.NBT.5							
Embed within daily lessons	I can solve result unknown, total unknown, and difference unknown word problems. 1.OA.1							
daily	I can count to 40 starting at any given number. I can read and write numerals up to 40.							
daily	I can solve addition and subtraction problems using the strategies decomposing numbers up to 10, doubles, and using the relationship between addition and subtraction.							
weekly	I can quickly solve subtraction facts (0s and 1s) with differences within 10 in 2 minutes with 100% accuracy.						Weekly fluency check	iPads- Flash to Pass

