

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccssso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1	2.G.3 I can use words to describe the equal parts of a shape. How does Geometry better describe objects?	Equal, shares, whole, fraction, partition	Think, Pair, Share	<i>Full House: An Invitation to Fractions</i> by Dayle Ann Dodds	F- Performance task during centers; students play matching games matching words to pictures. S- Unit 8 Common Assessment	S- Students match pictures to pictures T- Students match pictures to words G-Create their own matching game	http://ed-usmart.com/2ndFract.aspx
2	2.G.3 I can identify two, three, and four equal parts of a whole. How does Geometry better describe objects?	Halves, thirds, fourths, denominator, numerator	Flip Book- definition, illustration	<i>Fraction Fun</i> by David A. Adler	F- Performance task; students sort pictures into equal parts and not equal parts. S- Unit 8 Common Assessment	S and T- identify two, three, and four equal parts of a whole G- Students create shapes with equal parts.	Smart Exchange- do a keyword search, there are several lessons available.
3	2.G.3 I can explain why equal parts do not have to have the same shape. How does Geometry better describe objects?	equivalent	Why Boxes- see Thoughtful Ed tool book	Students create their own story about halves, displaying how half of the shape can look different, depending on how it is divided.	F- Cell Phone- students write about the most important concept of the day's lesson. See Formative Assessment Academy Book S- Unit 8 Common Assessment	S- Students orally explain T- Students write to explain G- Students make explanation videos	BrainPop Jr. United Streaming Videos

4	<p>2.G.2</p> <p>I can count to find the total number of equal squares.</p> <p>How does Geometry better describe objects?</p>	total	Sketch to Stretch- See Thoughtful Ed tool book, pg. 44	<i>Every Orange Has 8 Slices</i> by Paul Giganti (Marilyn Burns Book)	<p>Students are given cheese crackers and create a rectangle that will include 20 square crackers.</p> <p>Smart Exchange Lesson: http://exchange.smarttech.com/details.html?id=1a849118-8dae-4d51-bc46-1e5b3ce066c1</p> <p>S- Unit 8 Common Assessment</p>	<p>S- Students use inch squares only.</p> <p>T- Students use inch and centimeter squares.</p> <p>G- Students choose their manipulative</p>	<p>BrainPop Jr.</p> <p>Smart Exchange Lesson</p>
5	<p>2.G.2</p> <p>I can partition a rectangle into equal squares.</p> <p>How does Geometry better describe objects?</p>	Divide, partition	Etch-a-Sketch- see Thoughtful Ed tool book, pg. 60	<i>The Hershey's Milk Chocolate Bar Fraction Book</i> by Jerry Pallotta	<p>F- Everyday Math Sharing Brownies Activity, Assessment Handbook, pg. 191</p> <p>S- Unit 8 Common Assessment</p>	<p>S- Students cut rectangle into equal squares.</p> <p>T- Students draw the lines with a straightedge.</p> <p>G- Students use a ruler to draw lines and measure equal parts.</p>	<p>Students use iPad App <i>Doodle Buddy</i> to draw and partition rectangles.</p>
	I can write and solve facts that show an array can be repeated addition problems.	Array Multiplication Repeated addition		<p>Math Message 6.7</p> <p><i>Each Orange has Eight Slices</i></p>	<p>Students write facts to show an array, as well as show an array that matches given facts. –F</p> <p>Unit 6 Common Assessment-S</p>		<p>BrainPop Jr. Multiplication lesson</p> <p>Interactive SMART Notebook lesson on Concept of multiply</p>