

Monday	Tuesday	Wednesday	Thursday	Friday
			1 Administer Task "Baseline" 9:15-10:30	2 Data Day CGI Chart Word Problems
5 3.11 Dimes	6 3.12 Counting Dimes, Nickels & Pennies	7 3.13 Data Day	8 3.14 Domino Addition	9 Unit 3 Assessments
12 4.1 Math Message & Reading Thermometer	13 4.2 Nonstandard Linear Measures	14 4.3 Personal "Foot" & Standard Foot	15 4.4 The Inch	16 Data Day CGI Chart Word Problems
19 4.5 The 6-Inch Ruler	20 4.6 Measuring with a Tape Measure	21 4.7 Exploration	22 4.7 Exploration	23 Data Day CGI Chart Word Problems
26	27	28	29	30
<h1>Winter Recess</h1>				

4.1- Reading a Thermometer-Don't spend a lot of time on thermometer-not really standards aligned in 1st. Spend more time on Domino Top-It instead. Differentiate Domino Top It—0-5 and 5-10 then 15-20. Make sure that students understand they are comparing numbers (K std in cardinality). Have students take a card and build it with unifix cubes (Concrete). Have students record (can have laminated sheet) for students to mark who has higher number. For apprentice students have them use counting strategies using a number line and circle on the number line who is where (Pictorial). Abstract would be just working with numbers. Students at expert level would have to tell what the difference between the 2 numbers is. To scaffold this for the expert learners you could have them use the number line and find the difference or have them match to find the difference. Differentiation for ELL learner would be stressing the vocabulary: more than, less than equal to—acting the terms out and also have the students keep an individual glossary,

4.2-Non-standard Measurement-important focus of this lesson is iterating and understand that there can not be any gaps when measuring

4.3- Personal Foot and Standard Foot- CCSS focus would be the non standard Personal Foot but we still need to introduce standard foot so they are ready for it next year when it is in the CCSS. Give center activity for students to measure objects using objects such as tiles, pattern blocks etc.

4.4-The Inch-as is

4.5 6 Inch Ruler-focus on inch again- and keep focusing on iteration, also do bar graph

4.6 Measuring with a Tape Measure.-as is

4.7 Explore Data: students need to be able to organize and talk about data, stick to CCSS . Ask open ended questions like what do you notice about the data. Look at Nicki's post on graphs on blog. Remember 5 finger rule: title, categories, numbers and labels for x and y axes. Important to make frequency tables with students and have them transfer information into different types of graphs (tallies, pictograph, bar graphs) Look at vennlogic site from blog.