|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MATH** | **Focus and Review** | **Objectives** | **Teacher Input** | **Guided Practice** | **Independent Practice** | **Closure/Review** |
| **Mon.**  **Aug. 31**  **Topic 1.1** | EQ: How can you read and write a number in the hundreds? Today we are going to further discuss our base ten number system, and how each digit in a number has a value based on it’s place in that number. | (C) SWBAT read and write numbers in the hundreds.  **NCSCOS Obj.1.01a** | Knowing the value of each digit in a number provides a basis or understanding the value of the entire number. A number written in standard form is the most common way we numbers, but there are other ways to express a number. Go over place value block representation, expanded form, and word form. | Again, remind each student that each digit represents a value. Complete problems 1- 7 under guided practice in their math books. Go over these problems as a whole group. | Students may have difficulties with zeros when writing numbers in their various forms Remind students to break down numbers into hundreds, tens, and ones. Complete problems 8-19 independently. Check over problems before closing to make sure everyone is understanding the concept. | Have students repeat “Every digit has a value based on it’s place in a number.  Homework: Complete Quick Check 1.1 |
| (L) Students will recognize that our number system is based on groups of ten. Whenever we get ten in one place value, we move to the greater place value. |
| **Tues.**  **Sept. 1**  **Topic 1.2** | E.Q: How can you read and write 4-digit numbers? In the previous lesson students built upon their knowledge of the base-10 number system. They already know (but will review) that 10 ones =1 ten and 10 tens = 1 hundred.  Problem of the Day 1-2 on doc. Camera | (C) SWBAT read and write numbers in the thousands.  **NCSOCS obj. 1.01a** | Give each student a set of base ten blocks and a place value chart that goes to thousands. Have students use their manipulatives to create numbers that are called out to them. Also have them write these numbers in standard, expanded, and word form. | Again, remind each student that each digit represents a value. Also remind students that there is a comma placed between the hundreds and thousands place.  Complete problems 1- 7 under guided practice in their math books. Go over these problems as a whole group. | Students may have difficulties with zeros when writing numbers in their various forms Remind students to break down numbers into hundreds, tens, and ones. Complete problems 8-17 independently. Check over problems before closing to make sure everyone is understanding the concept. | Have students repeat “Every digit has a value based on it’s place in a number.  Homework: Complete Quick Check 1.2 or Practice 1.2 |
| (L) Students will recognize that our number system is based on groups of ten. Whenever we get ten in one place value, we move to the greater place value. |
| **Wed.**  **Sept. 2**  **Topic 1.3** | E.Q.: How can you read and write greater numbers? Recognizing the patterns in place value can help students read and write greater numbers in a variety of ways. Review Place Value Chart adding a Ten –Thousand column. | (C) SWBAT read and write numbers in the ten thousands.  **NCSOCS obj. 1.01a** | Call students’ attention to the Visual Learning Bridge at the top of the page (p. 8). In this lesson students will read and write numbers up to 5 digits in different ways. | Again, remind each student that each digit represents a value.  Also remind students that there is a comma placed between the hundreds and thousands place.  Complete problems 1- 6 under guided practice in their math books. Go over these problems as a whole group. | Students may have difficulties changing expanded form to standard form. Tell them that they can arrange the numbers in a place-value chart. Complete problems 7-21 under Indep. Prac. Check over students’ work to ensure they are mastering the concept. | In this lesson students learned how to read and write numbers with up to 5 digits in standard, expanded, and word form. Complete Quick Check or Practice 1-3 for homework. |
| (L) Students will recognize that our number system is based on groups of ten. Whenever we get ten in one place value, we move to the greater place value. |
| **Thurs.**  **Sept. 3**  **Topic 1.4** | E.Q. How can you name numbers?  Ordinal numbers are used t show the order of people or objects. Numbers can be named in different ways. Complete Daily Spiral Review 1-4. | (C) SWBAT use ordinal numbers to show the order of people or objects. They will name the numbers in different ways. | In this lesson students will learn about the ordinal form of numbers and how ordinal numbers are used to show the order of people or objects. Give students a variety of examples of how numbers can be expressed in an ordinal way.  Ex. When you stand in line, what are some words you use to describe your position? | Discuss the pattern in the endings used in ordinal numbers. Complete problems 1-6 under Guided Reading in the book on p. 10. Go over these problems as a whole group. | Students may have difficulty naming 4-digit numbers using only hundreds. Complete problems 7-15 on p. 11.  If students are having trouble with ordinal word forms have them write pairs like four-fourth. | Ordinal numbers are used to show the order of people or objects. Numbers can be named in different ways.  Homework: Quick check 1-4 or Practice 1-4. |
| (L) Students will use ordinal numbers to show the order of objects and people through a variety of investigations. |
| **Fri.**  **Sept. 4**  **Topic 1.5** | E.Q.: How can place value help you compare whole numbers?  Students can use benchmarks to help them compare numbers. A number line can also be used to compare numbers. Complete Daily Spiral Review 1.5 | (C) SWBAT compare 3 digit and 4-digit whole numbers.  NCSCOC obj. 1.01c | Students already know how to write a number in a place value chart, in expanded form, and in word form. Today, you learn how to compare numbers by using place value. On the board draw a place value chart for students to copy. Do examples comparing numbers on the board.  Call students’ attention to the Visual Learning Bridge are the top of page 12. | Remind students to line up the digits by place value first, and then compare the digits starting from the greatest place value. Complete 1-7 under Guided Practice in book. | Students may go too fast and misread numbers with similar digits. Remind students to read each number carefully. Complete 10-23 under Ind. Prac. In the book.  Check over everyone’s answers to ensure they answered problems correctly and that they are mastering the concept. | Place value can help you compare whole numbers. In this lesson you learned how to compare numbers using place value. Complete Quick Check or Prac. 1-5 for homework. |
| (L) Students will use place value blocks and place value charts to compare 3-digit numbers and write number sentences to show the comparision. |
| **Objectives** |
| **(C) SWBAT** |
| **(L)** |
| **Tues.**  **Sept. 8**  **Topic 1-6** | E.Q.: How can you order numbers?  Begin lesson by reviewing lessons from last week. Students can compare numbers using benchmarks, number lines, and place value. When you have three or more numbers you can compare the numbers and the order them. | (C) SWBAT order 3-digit and 4 digit whole numbers.  NCSCOS obj.: 1.01c; 1.01b; 6.03a; 6.04c | You know how to compare two numbers. Today, you will compare three 4-digit numbers and write them in order from greatest to least and least to greatest. Have 5 volunteers come to the front of the class and line up in any order. Ask students how they might order the students. Discuss how they would order them and why they chose that particular way. Tell students that in this lesson they will order numbers using place value. Draw students’ attention the Visual Learning at the top of p. 16. Discuss what the word order means. Complete Guided Practice 1-6 as a whole group. | | Complete Ind. Practice 7-12  Go over word problems together, guiding students to underline important key words in each problem.  Go around and check problems 7-12 to make sure all students comprehend the lesson. | Remind students that place value can help them order whole numbers.  Give students 10 mins to complete the Quick Check 1-6  Or  Go over more examples on the smart board.  Homework: Reteach 1-6 |
| (L) Students use place value charts to compare three 4-digit numbers and order numbers. |
| **Wed.**  **Sept. 9**  **Topic 1-7** | E.Q.: How do you count money?  Since numeration and currency systems in the US are both decimal systems, skills learned to count and compute in one system can be used to count and compute in the other system. | (C) SWBAT find the value of money including $5 and $1 bills, half dollars, quarters, dimes, nickels, and pennies.  NCSCOS obj.: 2.04 | In this lesson you will learn the values of some common bills and coins, how to read and write money amounts, and how to count money. You know how to count with numbers. Now you will count with money. When counting money, it is often easiest to start with the bills or coins that have the greatest value. You can use skip counting to count money. To write money amounts, we can use a dollar sign and decimal point. Ask students when they have counted money. Have students imagine that they want to purchase something that cost $\_.\_\_. Ask them what they would give the clerk to pay for their item. Make sure everyone has money manipulatives. Have them show you with their money. Complete Guided Practice together. | | Students may have difficulty remembering the value of each bill or coin. Students can write the value of each coin pictured before counting on to find each coin pictured before counting on to find the total value.  Have students complete independent prac. 7-14.  Make sure each student understands what they are doing. | Remind students that when counting money it is often easiest to start with the bills or coins that have the greatest value.  Quick Check 1-7 |
| (L) Students find the value of a collection of bills and coins and write the total using a dollar sign and decimal point. |
| **Thurs.**  **Sept. 10**  **Topic 1-8.** | E.Q: How do you count to make change?  Students have learned how to count money by ordering bills and coins and counting on. In this lesson, they learn how to make change. The strategy of counting on, rather than of subtraction, is a common way to make change. | (C) SWBAT use coins and bills to figure out the change they should receive after purchasing an item.  NCSCOS 2.04; 1.03a; 6.04c | You have learned to count money. Today you will learn to find the change you should get when you pay for an item. What have you received change? Why did you get change? Pose a problem to your students that will require them to make change. Model/Demonstrate to them how to make this change. How can you find the amount you should get for change? Draw students’ attention to the Visual Learning.  Guided Practice: Remind students to start with the cost and stop at the amount paid as they find coins to use to count on. Complete problems 1-4 as a whole group. | | Students may have difficulty changing from one kind of coin to another kind of coin as they find change. Remind students to think of the value of each kind of coin and by what number to skip count for each. Complete problems 5-15.  Help students as you see need your help. | Coins can be used to find change, starting from the cost, counting on, and stopping at the amount paid. In this lesson, you learned to use coins and bills to count on to find the change you should get when you pay for an item.  Complete quick check to assess for understanding. |
| (L) Students will use coins and bills to figure out the change they should receive after purchasing an item. |
| **Fri.**  **Sept. 11**  **Topic 1-9** | E.Q.: How can you solve problems by making an organized list?  The problem solving strategy ‘Make and Organized List’ is about organizing data. IT can be used with other strategies, such as Draw a picture to solve problems. Encourage students to organize the data in their lists by approaching the problems systematically. | (C) SWBAT make an organized list to solve problems.  NCSCOS obj.: 6.05; 6.04b; 6.04c | You already know how to organize information in charts and tables. Today, you will make and use an organized list to solve problems. When in everyday life might you make an organized list? Draw students’ attention to the Visual Learning Bridge at the top of the page. In this lesson, you will learn to solve a problem by making an organized list. Look at the clues-What information are you given? Are you being asked to find a specific number? Explain. How do you know that the hundreds digit is a 9? How do you know that the ones digit is even? How can you check that you have included all possible numbers?  Guided Practice: Complete 1-3 as a group. | | Remind students to make sure that the items on their lists match all of the given clues. Complete independent practice 4-10. Check over student work to insure they are mastering the concept. | In this lesson, you learned how to solve a problem by making an organized list. Use the Quick Check 1-9 to assess students’ understanding of the lesson. |
| (L) Students will make an organized list to represent information give in a problem. |
| MATH | **Focus and Review** | **Objectives** | **Teacher Input** | **Guided Practice** | **Independent Practice** | **Closure/Review** |
| **Mon.**  **Sept. 14** | Review Topic One: Numeration Lessons 1-9 | (C) SWBAT Use place value to describe the value of whole numbers; use place value to write whole numbers; Determine the value of a coin; Skip count to find missing amounts; Use place value to order and compare whole numbers. | Big Idea:  The Base Ten Numeration System: the base ten numeration system is a scheme for recording numbers using digits 0-9, groups of ten, and place value.  Number Uses: Numbers can be used for different purposes.  Comparison and Relationship: Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways. | | REVIEW | REVIEW |
| (L) Students will gain a better understanding of the importance of place value. |
| **Tues.**  **Sept. 15** | TEST | (C) SWBAT | TEST | TEST | TEST | TEST |