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| **MATH** | **Focus and Review** | **Objectives** | **Teacher Input** | **Guided Practice** | **Independent Practice** | **Closure/Review** |
| **Mon.**  **Topic 3-1 and 3-2 and 3-3** | E.Q.: When do you subtract?  How can you subtract on a hundred chart?  How can you use mental math to subtract?  Big Idea: Some real-world problems can be solved using subtraction. Fact families show addition and subtraction relationships. Patterns on a hundred chart can be used to subtract numbers and develop mental math strategies and number sense. There is more than one way to do a mental calculation. Techniques for doing subtraction calculations mentally involve changing the numbers or the expression so the calculation is easy to do mentally. | (C) SWBAT determine the meaning of subtraction and relate addition and subtraction, while learn to subtract using patterns on the hundreds chart and use mental math.  NCSCOS obj. 1.03c; 6.03a; 6.04a&c | Problem of the Day:  3-1: Find the missing number that completes the fact family.  2 + \_\_ =8 8-\_\_\_=2  \_\_\_+2=8 8-2= \_\_\_  3-2: Tad is 13 years old. His brother, Jake is 4 years younger. How old is Jake?  3-3: Maria used 9 pieces of colored paper for her project. She had 6 pieces left. How many pieces did Maria have left when she started her project?  Today we are going to discuss three different ways to subtract numbers: fact families, patterns on a hundreds chart, and using mental math. | Call students attention to the Visual Learning Lesson on the Smart board. Go through all three lessons. Have students complete worksheet that is attached to this lesson. I made the worksheet combining all three lessons.  Remind students that, they can subtract by counting on or by counting back. | Complete following:  Practice 3-1; 3-2; 3-3 | Answer the E.Q.  Have students write this in their math notebook.  E.Q.: When do you subtract?  How can you subtract on a hundred chart?  How can you use mental math to subtract?  Remind students that, they can subtract by counting on or by counting back. |
| (L) Students will recognize situations when subtraction is used to solve a problem and write a number sentence. Students will use a hundred chart to subtract 2-digit numbers and develop mental math strategies. Students will solve problems by subtracting with mental math. |
| **Tues.**  **Topic 3-4 & 4-1** | E.Q: How can you estimate differences?  How can you use models to subtract 2-digit numbers with regrouping? | (C) SWBAT develop strategies for estimating differences and use place value blocks to model subtracting 2-digit numbers with regrouping.  NCSCOS obj.: 1.03a; 1.01b;6.03c 6.04a; 1.03b | Problem of the Day:  3-4: What is the difference between the highest and lowest temperatures? Lowest: 12 degrees F  Highest: 100 degrees F.  4-1: Draw a picture to show the main idea. Then solve.  The Netherlands won 25 medals is the 2000 Summer Olympics. It won 7 more medals than Japan. How many medals did Japan win?  Set the Purpose: You have learned to subtract using a hundreds chart and using mental math. Today we are going to learn to estimate differences and regroup to subtract 2-digit numbers. Draw students attention to the Visual Interactive lessons on the Smart board. Go through the lessons together as a whole group. Then complete guided practice for 3-4 and 4-1. | | Students may have difficulty remembering to write the regrouping numbers above both tens and the ones places. Remind students that the number of one and tens changes when you regroup.  Complete Practice 3-4 and 4-1  Or  Reteaching 3-4 and 4-1 | In this lesson we learned to subtract 2-digit numbers by estimating and by using models to regroup 1 ten as 10 ones when necessary. Have students answer E.Q. in notebooks.  Assign homework.  See teacher edition for Differentiation |
| (L) Students will solve problems by estimating differences, as well as by using place value blocks or pictures. |
| **Wed.**  **Topic 4-2** | E.Q.: How can you subtract 2-digit numbers using paper and pencil? | (C) SWBAT choose the operation to solve a problem. They estimate the differences and develop a paper and pencil method to subtract 2-digit numbers with regrouping.  NCSCOS obj.: 10.3a & 6.03c | Problem of the Day:  Selina has to go to Denver. A bus ticket would cost $51. A plane ticket would cost $99. How much money would Selina save taking a bus instead of a plane?  You have learned how to regroup for subtraction using models. Today, you are going to subtract 2-digit numbers using paper and pencils. Have you ever wished you had paper and pencil to do some computation? Why did you need the paper? In this lesson you will subtract 2-digit numbers using paper and pencil and us subtraction to solve problems.  Draw students attention to Interactive Visual Lesson on Smart Board. Go through the lesson together.  Guided Prac. 1-10 | | Independent Practice: 11- 24  Students may forget to change the number of tens after regrouping 1 ten for 10 ones. Remind students to rename tens and ones at the same time when regrouping. | In this lesson we learned to subtract 2-digit numbers using paper and pencil.  Answer E.Q. in math notebook.  See Teacher Edition p. 89B for Differentiation. |
| (L) Students subtract 2-digit numbers using paper and pencil methods and use subtraction to solve problems. |
| **Thurs.**  **Topic 4-3 & 4-4** | E.Q.: How can you us models to subtract 3-digit numbers with regrouping?  How can you subtract 3-digit numbers using paper and pencil? | (C) SWBAT use place value blocks to model subtracting 3-digit numbers with regrouping, as well as with paper and pencil  NCSCOS obj.: 1.03a | Problem of the Day:  Tell what operation. Then solve.  During the 1931 baseball season, Lou Gehrig batted in 184 runs. During the 1927 season, he batted in 9 fewer runs. How many runs did Gehrig have in 1927?  Set Purpose: You have learned how to subtract 2-digit numbers using models and paper and pencil. Today you are going to subtract 3-digit numbers using models and paper and pencil.  Draw attention to Interactive Lesson on Smart Board. Go through the lesson together.  Guided Prac. 1-8 p. 93. | | Indep. Prac. 9-27  Differentiation on T.E. p. 95B | In this lesson we learned to subtract 3-digit numbers using models and paper and pencil.  Answer E.Q. in math notebook.  Assign Homework |
| (L) Students subtract 3-digit numbers using paper and pencil methods and use subtraction to solve problems. |
| **Fri.**  **Topic 4-5** | E.Q. How can you subtract from a 3-digit number with zeros? | (C) SWBAT use place value blocks to model subtraction across zeros in 3-digit numbers and record their work.  NCSCOS obj. 1.03a; 6.04c | Problem of the Day:  Regina picks three number cards. She uses them to make the greatest 3 digit number and the least 3 digit number. Regina subtracts the smaller number from the greater number. What numbers did she make? What was the difference? Number cards: 7; 2; 5  You have learned how to regroup to subtract 3-digit numbers. Today you will learn to subtract 3-digit numbers when there is a zero in the number you are subtracting.  Visual: Interactive Lesson on Smart Board  Guided Prac. 1-8 | | Independent Practice 9-21 p. 97  Differentiation on T.E. p. 97B | In this lesson we learned how to subtract from a number with one or more zeros.  Answer E.Q. in math notebook. |
| (L) Students subtract 3-digit numbers using paper and pencil methods and use subtraction to solve problems. |
| **MATH** | **Focus and Review** | **Objectives** | **Teacher Input** | **Guided Practice** | **Independent Practice** | **Closure/Review** |
| **Mon.**  **Topic 4-5**  **Review** | Today we will be reviewing subtracting across zeros.  E.Q. How can you subtract from a 3-digit number with zeros? | (C) SWBAT use place value blocks to model subtraction across zeros in 3-digit numbers and record their work.  NCSCOS obj. 1.03a; 6.04c | Problem of the Day:  Regina picks three number cards. She uses them to make the greatest 3 digit number and the least 3 digit number. Regina subtracts the smaller number from the greater number. What numbers did she make? What was the difference? Number cards: 7; 2; 5  You have learned how to regroup to subtract 3-digit numbers. Today you will learn to subtract 3-digit numbers when there is a zero in the number you are subtracting.  Visual: Interactive Lesson on Smart Board  Guided Prac. 1-8 | | Independent Practice 9-21 p. 97  Differentiation on T.E. p. 97B | In this lesson we learned how to subtract from a number with one or more zeros.  Answer E.Q. in math notebook. |
| (L) Students subtract 3-digit numbers using paper and pencil methods and use subtraction to solve problems. |
| **Tues.**  **Topic 4-6** | E.Q.: How can a picture help you write a number sentence? | (C) SWBAT draw a picture to help write a number sentence and solve a problem.  NSCOS obj: 6.04c | Problem of the Day: Mr. Kent started on the 2nd floor. He took the elevator up 7 floors. Then eh took it down 3 floors. Then he took it up 6 floors. What floor did he end up on? Draw a picture to solve.  Students have learned how to use the problem-solving strategy “Draw a Picture” for problems that can be solved using addition. Here, students will continue using this strategy to solve subtraction problems.  You have used different operations to solve problems. Today you will draw a picture to help you write a number sentence.  Guided Practice p. 99 1-3 | | Independent Practice p. 99-100 #s 4-9  What do you think you can to do the problem? How can you estimate the solution?  Differentiation Teacher’s Edition p. 101B | In this lesson, we learned how to solve a problem by drawing a picture and choosing an operation.  Leveled Homework: T.E. p. 101B |
| (L) Students solve problems by writing a number sentence based on a picture they have drawn describing the problem. |
| **Wed.**  **Topic 4 Review** | Purpose: To assess students’ understanding of the concepts and skills in Topic 4. | (C) SWBAT apply the skills learned in this topic by taking a test prep.  NCSCOS obj. See previous lessons for objectives. | Discuss with students the following tips for test taking success:  Understand the Question:  -Look for important words.  -Turn the question into a statement: “I need to find out…”  Gather the Information:  -Get information from text.  -Get information from pictures, maps, diagrams, tables and graphs.  Make a Plan:  -Think about problem solving skills and strategies.  -Choose computation methods.  Make Smart Choices:  -Eliminate wrong answers.  -Try working backward from an answer.  -Check answers fro reasonableness, estimate. | | Complete Test Prep p.102-103 | Review key points from each lesson in this topic. |
| (L) Students will be completing a Test Prep in preparation for their Topic 3 and 4 Test tomorrow. |
| **Thurs.** | Today students will be assessed on Topic 3 & 4. | (C) SWBAT apply the skills learned in this topic by taking a test.  NCSCOS obj. See previous lessons for objectives. | Give Multiple Choice Test for Topics 3 and 4. | | | |
| (L) Students will be completing Topic 3 & 4 test. |
| **Fri.** | Instead of beginning new Topic on Friday, use today as a review or a catch-up day if you are behind. | (C) SWBAT participate in math centers as a review of Topics 1-4.  NCSCOS obj. See previous lessons for objectives. The centers follow along with what was taught in each lesson. | Math Centers  See Green folders for more information/explanation of each center. | | | |
| (L) Students will get with a partner to participate in math centers from Topics 1-4. |