MODULE 1

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Analyze and describe embedded numbers (to 10) using 5-groups and number bonds	• 1 heavy duty clear sheet protector • 1 piece of stiff red tag board 11" × 8 ¼" • 1 piece of stiff white tag board 11" × 8 ¼" • 1 3" × 3" piece of dark synthetic cloth for an eraser (e.g., felt) • 1 low odor blue dry erase marker, fine point;) 5-groups dots Sprint	• 1 egg carton cut to 10 slots • 1 egg carton cut to 10 slots • bag with 9 beads (or other fun classroom objects) • number bond (Template) • personal white board
A	2	• Reason about embedded numbers in varied configurations using number bonds.	• Dot cards of 6–9 (Template), personal white board	• Stopwatch or timer • Number bond dash 5 (Fluency Template) • marker to correct work • Dot cards of 6–9 (Template)
A	3	• See and describe numbers of objects using 1 more within 5-group configurations.	• Number bond dash 5 (Lesson 2 Fluency Template) • marker to correct work • 5-group mat (Template 2) • bag with 9 linking cubes of the same color • 1 linking cube of another color • personal white board	• Rekenrek • 5-group cards (the dot cards from the 1 More game in this lesson may be used, as long as they have been enlarged on the copier) • Stopwatch or timer, Sentence frame 1 more (Template 1),

			• 1 more game cards (Template 3)	
B	4	• Represent put together situations with number bonds. • Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total	• Sprint: 1 More with Dots and Numerals • Rekenrek	• Chart to record decompositions of 6 • Bag of 10 two-color beans (painted white on one side and red on the other) • 6 apples picture card (Template)
B	5	• Represent put together situations with number bonds. • Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total	• Per set of partners: 6 disks (e.g., counters, two-color beans, or pennies) • 1 shake those disks 6 board (Fluency Template 1) • Number bond dash 6 (Fluency Template 2) • marker to correct work • 5-group cards (Template 1) • 7 children picture card (Template 2) • scissors • glue stick	• Stopwatch or timer • Number bond on the white board • markers • chart to record decompositions of 7

			• a sheet of blank paper for Student Debrief,	
B	6	• Represent put together situations with number bonds. • Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.	• 7 counters and a die per partner • Number bond dash 7 (Fluency Template) • marker to correct work, • 5-group cards 0–8 (Lesson 5 Template 1) • 8 animals picture card (Template 1) • blank number sentence and number bond (Template 2) • personal white board • ways to make 8 (Template 3)	• Stopwatch or timer • 8 animals picture card (Template 1) • ways to make 8 (Template 3)
B	7	• Represent put together situations with number bonds. • Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.	• Per set of partners: 8 disks (e.g., counters, two-color beans, or pennies) • personal white board with shake those disks 8 board (Fluency Template 1) • Number bond dash 8 (Fluency Template 2) • marker to correct work	• Stopwatch or timer • 9 books picture card (Template 1) • 5-group cards (Lesson 5 Template 1) • chart to record decompositions of 9

			• Bag of 10 linking cubes: 5 of each of 2 colors • personal white board • number bond and expression (Template 2)	
B	8	• Represent all the number pairs of 10 as number bonds from a given scenario, and generate all expressions equal to 10.	• Per pair: 9 counters • 1 die • Number bond dash 9 (Fluency Template) • marker to correct work • Pipe cleaners • 10 beads (5 of one color, 5 of another color)	• Stopwatch or timer • Chart to record decompositions of 10 • 10 children on the playground picture card (Template) • linking cubes in two colors (for Debrief)
C	9	• Solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution.	• 5-group cards (Lesson 5 Template) • Number bond dash 10 (Fluency Template) • marker to correct work • Personal white board • number bond and two blank equations (Template)	• Stopwatch or timer • 5-group cards (Lesson 5 Template) • 10 counters, container
C	10	• Solve put together with result unknown math stories by drawing and using 5-group cards.	• Per set of partners: personal white board • target practice (Fluency Template), 6 counters, 1 die • 5-group cards (Lesson 5 Template 1) • personal white boards, number bond and two blank	• 7 children picture card (Lesson 5 Template 2) • 10 children on playground picture card (Lesson 8 Template)

			equations (Lesson 9 Template) • 10 children on playground picture card (Lesson 8 Template) per pair	
C	11	• Solve add to with change unknown math stories as a context for counting on by drawing, writing equations, and making statements of the solution.	• Number bond dash 6 (Lesson 5 Fluency Template 2) • marker to correct work • Personal white board • blank number sentence and number bond (Lesson 6 Template 2) • yellow colored pencil or a crayon • set of bear counters • paper bag labeled with question marks on the front per pair	• Stopwatch or timer • Mystery box (shoe box or other box with a question mark on it) • counting bears (or another engaging classroom material that lends itself to storytelling) • enlarged blank number sentence and number bond (Lesson 6 Template 2) • number sentence cards (Template) and 2" × 2" sticky notes labeled with question mark
C	12	• Solve add to with change unknown math stories using 5-group cards.	• 5-group cards (Lesson 5 Template 1) • Number bond dash 6 (Lesson 5 Fluency Template 2) • marker to correct work • Personal white board • blank number sentence and number bond (Lesson 6 Template 2) • 5-group cards including blank (Lesson 5 Template 1) • number sentence cards (Lesson 11 Template) with	• 5-group cards (Lesson 5 Template 1) • Stopwatch or timer • Mystery box (Lesson 11) • counting bears (or another engaging classroom material that allows for story telling) • enlarged blank number sentence and number bond (Lesson 6 Template 2)

			sticky notes labeled with question marks per pair	

C	13	• Tell put together with result unknown, add to with result unknown, and add to with change unknown stories from equations.	• 5-group cards (Lesson 5 Template 1)
			• Per group:
			  ○ 1 set of single-sided 5-group cards
			  ○ 1 set single-sided numeral cards (Lesson 5 Template 1, single-sided)
			• Number sentence cards (Lesson 11 Template) with sticky notes labeled with a question mark per pair
			• personal white board
			• blank number sentence and number bond (Lesson 6 Template 2)
				• 5-group cards (Lesson 5 Template 1)

D	14	• Count on up to 3 more using numeral and 5-group cards and fingers to track the change.	• 5-group cards (Lesson 5 Template 1; 5-group cards (Lesson 5 Template 1) • personal white board	• Pictures of crayons and hot dogs (Template)
D	15	• Count on up to 3 more using numeral and 5-group cards and fingers to track the change.	• Count On Sprint • 5-group cards (Lesson 5 Template 1) • number sentence cards (Lesson 11 Template) per pair with sticky note covering the total	

			• personal white board	
D	16	• Count on to find the unknown part in missing addend equations such as 6 + __ = 9. Answer, "How many more to make 6, 7, 8, 9, and 10?"	• 7 disks (e.g., counters, two-color beans or pennies) • per set of partners • personal white board • shake those disks 7 board (Fluency Template) • blank number sentence and number bond (Lesson 6 Template 2) • 5-group cards (Lesson 5 Template 1) • number sentence cards (Lesson 11 Template) • sticky notes with question marks	• 5-group cards (Lesson 5 Template 1) • mystery box • enlarged blank number sentence and number bond (Lesson 6 Template 2) • set of 7 beans from Shake Those Disks
E	17	• Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.	• Number bond dash 7 (Lesson 6 Fluency Template) • marker to correct work • Bag of 20 linking cubes (10 red and 10 yellow) • personal white board	• 7 pennies • 1 can • Stopwatch or timer
E	18	• Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.	• 5-group cards (0–7 only) (Lesson 5 Template 1) • Number bond dash 7 (Lesson 6 Fluency Template) • marker to correct work • 5-group cards (Lesson 5 Template 1) • personal white board	• Stopwatch or timer

			• true and false number sentence cards (Template) • red and green markers per pair	
E	19	• Represent the same story scenario with addends repositioned (the commutative property).	• +1, 2, 3 Sprint • Personal white board, bag of 7 counters (4 red, 3 white)	• 5-group cards 1–5 only (Lesson 5 Template 1)
E	20	• Apply the commutative property to count on from a larger addend.	• 10 linking cubes (5 cubes one color • 5 cubes another color) per pair • personal white board • Expression cards (Template 1) • equal signs (Template 2) per pair	

F	21	• Visualize and solve doubles and doubles plus 1 with 5-group cards.	• Per set of partners
			  ○ personal white board
			  ○ target practice (Lesson 10 Fluency Template)
			  ○ 8 counters
			  ○ 1 die
				• 5-group cards (1–6) (Lesson 5 Template 1)
				• addition chart (Template)
				• colored pencils

F	22	• Look for and make use of repeated reasoning on the addition chart by solving	• Number bond dash 8 (Lesson 7 Fluency Template 2) • marker to correct work	• 8 pennies • 1 can • stopwatch or timer • Addition chart with sums to 10 (Lesson 21 Template)

		and analyzing problems with common addends.		• cover paper
F	23	• Look for and make use of structure on the addition chart by looking for and coloring problems with the same total.	• 5-group cards (0–8 only) (Lesson 5 Template 1) • Number bond dash 8 (Lesson 7 Fluency Template 2) • marker to correct work • Addition chart with sums to 10 (Lesson 21 Template) • pencils (three different colors)	• Stopwatch or timer • Addition chart with sums to 10 to project or post (Lesson 21 Template) • cover paper • markers (three different colors)
F	24	• Practice to build fluency with facts to 10.	• 5–12 expression cards per pair (Template 2)	• Friendly Fact Go Around: Addition Strategies Review (Fluency Template) • Friendly Fact Go Around (Fluency Template) • Related Fact Ladder (Template 1) • 10 expression cards (Template 2)
G	25	• Solve add to with change unknown math stories with addition, and relate to subtraction. • Model with materials, and write corresponding number sentences.	• Race to the Top (Fluency Template) • crayons (or pencil) • 1 die (replace 6 with 0) per pair • Number Bond Dash 9 (Lesson 8 Fluency Template), marker to correct work • Personal white board • number bond and number sentences (Template)	• 9 counters, container • Stopwatch or timer • 10 bear counters • number bond and number sentences (Template)

			• 10 bear counters	
G	26	• Count on using the number path to find an unknown part.	• 5-group cards (0–9) (Lesson 5 Template 1) • Number bond dash 9 (Lesson 8 Fluency Template) • marker to correct work • Personal white board • number path (Template)	• 5-group cards (0–9) (Lesson 5 Template 1) • Stopwatch or timer • Number bond dash 9 (Lesson 8 Fluency Template) • marker to correct work • Giant number path
G	27	• Count on using the number path to find an unknown part.	• Die (with 6 replaced by 0) • Personal white board • number path (Lesson 26 Template)	• 2 number paths (projected or charted)
H	28	• Solve take from with result unknown math stories with math drawings, true number sentences, and statements, using horizontal marks to cross off what is taken away.	• 1 Less Sprint • Personal white board	
H	29	• Solve take apart with addend unknown math stories with math drawings, equations, and statements, circling the known part to find the unknown.	• 1 set numeral side only 5-group cards (Lesson 5, Template 1) per pair • counters (if needed) • Personal white board	

H	30	• Solve add to with change unknown math stories with drawings, relating addition and subtraction.	• Number Bond Dash 10 (Lesson 9 Fluency Template), marker to correct work • Personal white board • number path (Lesson 26 Template) • yellow colored pencil or highlighter	• Stopwatch or timer • Books of different sizes
H	31	• Solve take from with change unknown math stories with drawings.	• Number Bond Dash 10 (Lesson 9 Fluency Template) • marker to correct work • Personal white board • yellow colored pencil	• 15 pennies • 1 can • Stopwatch or timer • Books of different sizes
H	32	• Solve put together/take apart with addend unknown math stories.	• 5-group cards (0− 10) with 1 extra 5 card per pair (Lesson 5 Template 1) • Personal white board	• 10 white linking cubes
I	33	• Model 0 less and 1 less pictorially and as subtraction number sentences.	• Addition Sprint • Number bracelet of 10 beads made with 5 red and 5 white beads (see Lesson 8) • personal white board	• Rekenrek • Number bracelet of 10 • white board or easel
I	34	• Model n – n and n – (n – 1) pictorially and as subtraction sentences.	• n – 0 and n – 1 Sprint	
I	35	• Relate subtraction facts involving fives and doubles	• n – n , n – (n – 1) Sprint • Personal white board	

		to corresponding decompositions.	• Number bracelet of 10 beads, 5 red and 5 white (see Lesson 8) • personal white board	
I	36	• Relate subtraction from 10 to corresponding decompositions.	• Numeral cards 1–10 (single-sided numerals from 5-group cards Lesson 5, Template 1) • 10 two-sided beans or counters • a personal board with ten-frame • Number bracelet • personal white board (Fluency Template)	• 5-group cards (Lesson 5 Template 1) • Number bracelet of 10 beads (5 red, 5 white) (from Lesson 8) • white board or easel
I	37	• Relate subtraction from 9 to corresponding decompositions.	• Partners to 10 Sprint • Number bracelet of 10 beads (5 red, 5 white) • personal white board	• 5-group cards (Lesson 5 Template 1) • Number bracelet of 10 beads (5 red, 5 white) (see Lesson 8)
J	38	• Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.	• Personal white board • 1 deck of numeral cards (single-sided numerals from 5-group cards Lesson 5, Template 1) with 2 extra tens per pair • counters (if needed) • Addition chart (Lesson 21 Template) • subtraction expression cards (Template) per group • yellow crayon	• Rekenrek (cover the unused beads) • Hide Zero cards (Fluency Template) • Addition chart (Lesson 21 Template) • subtraction expression cards (Template)

			• personal white board	
J	39	• Analyze the addition chart to create sets of related addition and subtraction facts.	• Die (with 6 replaced by 0) • personal white board • Decomposing Teen Numbers Sprint • Addition chart (Lesson 21 Template) • subtraction expression cards (Lesson 38 Template) per group • personal white board	• Addition chart (Lesson 21 Template)

MODULE 2

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Solve word problems with three addends, two of which make ten.	• Three different kinds of pattern blocks (10 of each shape, e.g., trapezoid, triangle, and square blocks) • personal white board • 5-group cards 0 through 10 with two 5 cards • one "= " card, and two "+ " cards per set of partners (Fluency Template)	• Bin • three different kinds of blocks/pattern blocks • 18-inch length of string tied to form a loop
A	2	• Use the associative and commutative properties to make ten with three addends.	• Personal white board	• 5-group cards (Lesson 1 Fluency Template)

A	3	• Make ten when one addend is 9.	• Personal white board • 10 red and 10 green linking cubes	• 5-group cards (Lesson 1 Fluency Template) • 10 red and 10 green linking cubes
A	4	• Make ten when one addend is 9.	• Add Three Numbers Sprint • 10 green and 10 red linking cubes, personal white board	• 10 green and 10 red linking cubes • a ten-frame border
A	5	• Compare efficiency of counting on and making ten when one addend is 9.	• Numeral cards (Lesson 1 Fluency Template 5-group cards with numeral-side only copied) • personal white board	
A	6	• Use the commutative property to make ten.	• Personal white board	• Rekenrek
A	7	• Make ten when one addend is 8.	• 10 blue and 10 yellow linking cubes • personal white board	• Friendly fact go around: make it equal • 10 blue and 10 yellow linking cubes • a ten-frame border (Fluency Template 2)
A	8	• Make ten when one addend is 8.	• Personal white board	• 10 blue and 10 yellow linking cubes • ten-frame border

A	9	• Compare efficiency of counting on and making ten when one addend is 8.	• 5-group cards, one "= " card, and two "+ " cards (Lesson 1 Fluency Template) per set of partners • Personal white board	
A	10	• Solve problems with addends of 7, 8, and 9.	• Personal white board • numeral cards or 5-group cards, one "+" card for each student, and one "= " card for each pair of students (Lesson 1 Fluency Template)	
A	11	• Generate, solve, share, and critique peer solution strategies for put together with total unknown word problems.	• Sprint: Adding Across Ten • Personal white board	• Rekenrek • Student work samples: make ten strategies (Template)
B	12	• Solve word problems with subtraction of 9 from 10.	• Personal white board with 5-group row insert (Fluency Template 2)	• 5-group row cards (Fluency Template 1) • Chart paper
B	13	• Solve word problems with subtraction of 9 from 10.	• 1 deck of numeral cards with 2 extra tens for each pair of students (Lesson 1 Fluency Template • numeral side only • counters (if needed)	• Image of 5-group rows(Lesson 12 Fluency Template 1)

			• Personal white board with 5-group rows insert (Lesson 12 Fluency Template 2)	
B	14	• Model subtraction of 9 from teen numbers. • Generate story problems given a number sentence.	• Subtraction Within 10 Sprint • Personal white board • linking cubes	• 5-group row cards (Lesson 12 Fluency Template 1) • Linking cubes
B	15	• Model subtraction of 9 from teen numbers. • Generate story problems given a number sentence.	• 5-group cards (Lesson 1 Fluency Template) • minus and equal symbol cards • one "= " card and two "–" cards (Fluency Template) per set of partners • Personal white board	• 5-group row cards (Lesson 12 Fluency Template 1)
B	16	• Relate counting on to making ten and taking from ten.	• Personal white board • 5-group row insert (Lesson 12 Fluency Template 2)	• 5-group row cards (Lesson 12 Fluency Template 1)
B	17	• Model subtraction of 8 from teen numbers.	• Subtract 9 Sprint • Personal white board	• Subtract 9 flash cards (Fluency Template) • Linking cubes of different colors

B	18	• Model subtraction of 8 from teen numbers.	• Personal white board • number path 1–20 (Fluency Template 2) • counter • Personal white board	• Subtract 9 flash cards (Lesson 17 Fluency Template) • Hide Zero cards (Fluency Template 1)
B	19	• Compare efficiency of counting on and taking from ten.	• Personal white board • 5-group row insert (Lesson 12 Fluency Template 2) • number path 1–20 (Lesson 18 Fluency Template 2)	• 20-bead Rekenrek • Number path 1–20 (Lesson 18 Fluency Template 2)
B	20	• Subtract 7, 8, and 9 from teen numbers.	• Personal white board • number path 1–20 (Lesson 18 Fluency Template 2) • Subtract 8 Sprint • numeral cards 7–19 and subtraction symbol (Template)	• Subtract 9 flash cards (Lesson 17 Fluency Template) • subtract 8 flash cards (Fluency Template)
B	21	• Share and critique peer solution strategies for take from with result unknown apart with addend unknown word problems from the teens.	• Subtract 7, 8, 9 Sprint • Personal white board	• Hide Zero cards (Lesson 18 Fluency Template 1) • Student work samples—take from ten strategies (template)

C	22	• Solve put together/take apart with addend unknown word problems, and relate counting on to the take from ten strategy. • Generate story problems given a number sentence.	• Personal white board	• Hide Zero cards (Lesson 18 Fluency Template 1) • 100-bead Rekenrek
C	23	• Solve add to with change unknown problems, relating varied addition and subtraction strategies.	• Personal white board • Missing Addend Within 10 Sprint • work from the Application Problem	
C	24	• Strategize to solve take from with change unknown problems.	• Missing Subtrahends Within 10 Sprint • Personal white board • work from Application Problem	
C	25	• Strategize and apply understanding of the equal sign to solve equivalent expressions.	• Personal white board, counters • Make It Equal Sprint • Work from Application Problem • linking cubes	• Expression cards (Template) for use in small groups during Problem Set

D	26	• Identify 1 ten as a unit by renaming representations of 10.	• Personal white board	• 20-bead Rekenrek bracelet stretched into a straight line (first used in Grade 1 Module 1 Lesson 8) • 5-group cards (Lesson 1 Fluency Template), • Hide Zero cards (Lesson 18 Fluency Template 1) • 9 Rekenrek beads (separated from pipe cleaner) • grouping ten images (Template)
D	27	• Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones.	• 10 More and 10 Less Sprint • Personal white board • Hide Zero cards (Lesson 18 Fluency Template 1)	• 5-group column cards (Fluency Template) • Hide Zero cards (Lesson 18 Fluency Template 1)
D	28	• Solve addition problems using ten as a unit, and write two-step solutions. • Generate story problems given a number sentence.	• Adding by Decomposing Teen Numbers Sprint	• Hide Zero cards (Lesson 18 Fluency Template 1)
D	29	• Solve subtraction problems using ten as a unit, and write two-step solutions. • Generate story problems given a number sentence.	• Personal white board	• 5-group column cards (Lesson 27 Fluency Template) • Hide Zero cards (Lesson 18 Fluency Template 1)

MODULE 3

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Compare length directly and consider the importance of aligning endpoints.	• Personal white board • Subtracting Ones from Teen Numbers Sprint • Folder • 5 strips of paper (of varying lengths) per pair • various classroom objects	• 100-bead Rekenrek • Folder • new crayon • pencil • dry erase marker • jumbo glue stick • longer than and shorter than sentence frames (Template)
A	2	• Compare length using indirect comparison by finding objects longer than, shorter than, and equal in length to that of a string.	• 1 foot of string • scissors • various classroom objects for measuring • Numeral cards 0–10 (Fluency Template 2) • counters (if needed)	• Hide Zero cards with 0–9 and 10, 20, 30, 40 (Fluency Template 1) • 2 feet of string • 9 cm long strip of paper • scissors • various classroom objects shorter and longer than the teacher's foot (e.g., board eraser, piece of 9" × 12" construction paper, 8½" × 11" paper on a bulletin board)
A	3	• Order three lengths using indirect comparison.	• Adding and Subtracting Teen Numbers and Ones Sprint • Personal white board with city blocks grid (Template)	• 20-bead or 100-bead Rekenrek • Masking tape (two colors, if possible) • piece of string or yarn approximately 6–10 feet

				long (depending on dimensions of the classroom—the string should reach from the door to the middle of the classroom) • projector • city blocks grid (Template)

B	4	• Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps.	• 1 die per pair
			• Personal white board
			• Bag with 20 centimeter cubes
			• measurement recording sheet (Template)
			• bag with:
			  ○ new crayon
			  ○ unsharpened pencil
			  ○ small glue stick
			  ○ dry erase marker
			  ○ jumbo craft stick (15 cm)
			  ○ small paper clip (3 cm)
				• Timer
				• Projector
				• new crayon (9 cm)
				• unsharpened pencil (19 cm)
				• small glue stick (8 cm)
				• dry erase marker (12 cm)
				• centimeter cubes

B	5	• Rename and measure with centimeter cubes, using their standard unit name of centimeters.	• 1 die per pair • Subtraction Within 20 Sprint • 2 die per pair bag with at least 12 centimeter cubes (used in Lesson 4) • centimeter ruler • pair of dice	• Projector • centimeter cubes • string • scissors • centimeter ruler
B	6	• Order, measure, and compare the length of objects before and after	• Numeral cards 0–10 (Lesson 2 Fluency Template 2) • counters (if needed)	

		measuring with centimeter cubes, solving compare with difference unknown word problems.	• Personal white board • Bag with centimeter cubes • bag with various classroom objects (Lesson 4) • personal white board	
C	7	• Measure the same objects from Topic B with different non-standard units simultaneously to see the need to measure with a consistent unit.	• Addition Within 20 Sprint • Bag of 20 large paper clips and 20 small paper clips	• Hide Zero cards (Lesson 2 Fluency Template 1) • Chart paper • 3 new pencils of different colors (e.g., red, blue, yellow) from the same brand and size • mixed set of large and small paper clips
C	8	• Understand the need to use the same units when comparing measurements with others.	• 1 die per pair • 1 lunch bag of 2 new crayons • 10 linking cubes and 10 centimeter cubes per pair • 1 personal white board per pair	• Timer • Chart with measuring rules (Lesson 7) • cube larger than a linking cube • cube smaller than a centimeter cube
C	9	• Answer compare with difference unknown problems about lengths of two different objects measured in centimeters.	• 1 die per pair • Addition Within 20 Sprint • Bag with 20 blue and 20 yellow centimeter cubes • bag with classroom materials (Lesson 4) • new colored pencil	• centimeter cube • board eraser • ruler • new pencil • new crayon • large paperclip • small paperclip • linking cube

				• pencil eraser (T) 2 different colors of centimeter cubes (e.g., blue and yellow) • dry erase marker • jumbo craft stick • crayon • glue stick • small paper clip • unsharpened pencil • new colored pencil • chart with measuring rules (Lesson 7)
D	10	• Collect, sort, and organize data; then ask and answer questions about the number of data points.	• 1 jumbo craft stick • marker • personal white board	• centimeter cube • board eraser • ruler • new pencil • new crayon • large paperclip • small paperclip • linking cube • pencil eraser • enlarged Hide Zero cards (Lesson 2 Fluency Template 1) • 3 pieces of chart paper
D	11	• Collect, sort, and organize data; then ask and answer questions about the number of data points.	• Subtraction Within 20 Sprint • Clipboard • class list (preferably with first names in alphabetical order)	• Chart paper with a table entitled Favorite Rainy Day Activities with Activity and Number of Students on the top line

				• class list
D	12	• Ask and answer varied word problem types about a data set with three categories.	• Numeral cards 0–10 (Lesson 2 Fluency Template 2) • counters (if needed) • Personal white board • Sticky notes	• 20-bead Rekenrek • Chart with a three-column vertical graph entitled Our Favorite Fruits • chart with measuring rules (Lesson 7) (post on the side of the board) • Favorite Read Aloud Books chart (Lesson 10)
D	13	• Ask and answer varied word problem types about a data set with three categories.	• 3 dice per pair • personal white board • Add Three Numbers Sprint	• Hide Zero cards (Lesson 2 Fluency Template 1) • Graph entitled Favorite Things to Make with Snow created on easel (data: snow angels—3, snowman—12, and snow forts—2)

MODULE 4

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Compare the efficiency of counting by ones and counting by tens.	• 10 pennies and 1 dime per pair • Resealable plastic bag with 40 separated linking cubes (2 colors, 20 of each) • personal white board	• 10 pennies, 1 dime • Rekenrek • 40 linking cubes (2 colors, 20 of each) • projector
A	2	• Use the place value chart to record and name tens and	• 10 pennies and 2 dimes for each pair of students	• Hide Zero cards (Template 1)

		ones within a two-digit number.	• 4 ten-sticks from personal math toolkit (Lesson 1) • personal white board • place value chart (Template 2)	• chart paper
A	3	• Interpret two-digit numbers as either tens and some ones or as all ones	• Addition Fluency Review (Lesson 2 Addition Fluency Review) • Personal math toolkit of 4 ten-sticks	• 20 pennies and 2 dimes • Hide Zero cards (Lesson 2 Template 1) • personal math toolkit of 4 ten-sticks
A	4	• Write and interpret two-digit numbers as addition sentences that combine tens and ones.	• 1 pack of numeral cards 0–10 per set of partners (Fluency Template) • Personal math toolkit of 4 ten-sticks • personal white board • place value chart (Lesson 2 Template 2) • numeral cards (Fluency Template)	• 40 linking cubes • chart paper with a place value chart • Hide Zero cards (Lesson 2 Template 1) • piece of blank paper to cover sections
A	5	• Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.	• 10 More, 10 Less Review Sprint • Personal math toolkit of 4 ten-sticks of linking cubes • personal white board • double place value charts (Template)	• 4 Rekenrek bracelets stretched into a straight line as shown • 5 additional red beads • 5 additional white beads • 4 ten-sticks • Rekenrek bracelet

A	6	• Use dimes and pennies as representations of tens and ones.	• 4 dimes and 10 pennies • personal white board • coin and place value charts (Template)	• Variety of materials to show tens and ones (e.g., 100-bead Rekenrek, linking cubes with tensticks and extra cubes, place value chart) • 10 pennies and 4 dimes • Personal math toolkit with 4 ten-sticks of linking cubes • 4 dimes and 10 pennies • projector • 2 pieces of chart paper with two pairs of place value charts as shown
B	7	• Compare two quantities, and identify the greater or lesser of the two given numerals	• Personal math toolkit (4 ten-sticks, 4 dimes, and 10 pennies) • personal white board • large place value chart (Fluency Template) • Numeral cards 0-10 (Lesson 4 Fluency Template) • dimes and pennies from personal math toolkit (S) + 1, –1, +10, –10 Sprint	• Enlarged dimes and pennies for display • large place value chart (Fluency Template)
B	8	• Compare quantities and numerals from left to right.	• 1 pack of numeral cards 0–10 per set of partners (Lesson 4 Fluency Template) • Subtraction Fluency Review • Comparison cards (Template) • personal white board	• Comparison cards (Template)

			• ten-sticks and coins from personal math toolkit	
B	9	• Use the symbols > , = , and < to compare quantities and numerals.	• Personal white board • place value chart (Lesson 2 Template 2) • Comparison cards (Lesson 8 Template) • personal white board	• Personal white board • place value chart (Lesson 2 Template 2) • Double-sided alligator card (Template) • comparison cards (Lesson 8 Template)
B	10	• Use the symbols > , = , and < to compare quantities and numerals.	• Number Sequences Within 40 Sprint • Personal white board • place value chart • Comparison cards (Lesson 8 Template) • erasers • personal white board	• Personal white board • place value chart • Double-sided alligator card (Lesson 9 Template) • comparison cards (Lesson 8 Template) • projector
C	11	• Add and subtract tens from a multiple of 10.	• Personal white board • number bond/number sentence set (Template)	• Chart paper
C	12	• Add tens to a two-digit number.	• Related Addition and Subtraction Within 10 Sprint • Personal white board • 4 ten-sticks • 4 dimes, and 10 pennies from personal math toolkit	• Enlarged pennies and dimes (Fluency Template) • 4 ten-sticks • 4 dimes, and 10 pennies from personal math toolkit • double place value chart drawn on chart paper

			• addition and subtraction cards (Template)	
D	13	• Use counting on and the make ten strategy when adding across a ten.	• Addition and subtraction cards (Lesson 12 Template) • 1 die for each set of partners • Addition Fluency Review (Lesson 2 Addition Fluency Review) • 4 ten-sticks from the personal math toolkit • personal white board	• 4 ten-sticks from the personal math toolkit • place value chart drawn on chart paper
D	14	• Use counting on and the make ten strategy when adding across a ten.	• Personal white board • 4 ten-sticks from the math toolkit	• Rekenrek • 4 ten-sticks, chart paper
D	15	• Use single-digit sums to support solutions for analogous sums to 40.	• 4 ten-sticks from the math toolkit • personal white board	• 5 ten-sticks (e.g., 4 red and 1 yellow) • chart paper
D	16	• Add ones and ones or tens and tens.	• Personal white board • one die • 4 ten-sticks • 4 dimes, and 10 pennies from the math toolkit	• Personal white board • 4 ten-sticks • 4 dimes, 10 pennies • chart paper
D	17	• Add ones and ones or tens and tens.	• Addition Fluency Review: Missing Addends • Personal white board • one die per student • Ten-sticks from math toolkit	• Ten-sticks • chart paper

			• addition and subtraction cards set 2 (Template)	
D	18	• Share and critique peer strategies for adding two-digit numbers.	• Addition Fluency Review: Missing Addends (Lesson 17 Addition Fluency Review) • Personal white board • die or numeral cards 0–10.	• Student work samples (Template) • projector
E	19	• Use strip diagrams as representations to solve put together/take apart with total unknown and add to with result unknown word problems.	• Analogous Addition Within 40 Sprint • Problem Set	• Document camera
E	20	• Recognize and make use of part–whole relationships within strip diagrams when solving a variety of problem types.	• Personal white board • Addition and subtraction cards (Lesson 12 Template) • addition and subtraction cards set 2 (Lesson 17 Template) • Problem Set • highlighter	
E	21	• Write word problems of varied types.	• 1 die per set of partners • Personal white board • Problem Set	• Board or document camera
E	22	• Write word problems of varied types.	• Related Addition and Subtraction Within 10 and 20 Sprint • Folder with Application Problems from Lessons 13–18	• Chart paper

			and Problem Sets from Lessons 19–21 • personal white board • 120 linking cubes per pair	
F	23	• Interpret two-digit numbers as tens and ones, including cases with more than 9 ones.	• Personal white board • ten-sticks from math toolkit	• 10 dimes • 100-bead Rekenrek • Chart paper • place value chart (Lesson 2 Template 2) (optional)
F	24	• Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.	• Personal white board, die per pair of students • Fluency Practice Sets (Lesson 23 Fluency Practice Sets) • 4 ten-sticks from math toolkit	• 10 dimes and 10 pennies • 100-bead Rekenrek • 5 ten-sticks (3 red and 2 yellow) • chart paper
F	25	• Add a pair of two-digit numbers when the ones digits have a sum greater than 10.	• 1 dime and 10 pennies • Missing Addends for Sums of Ten(s) Sprint • 4 ten-sticks from math toolkit • personal white board	• 5 ten-sticks (4 red and 1 yellow)
F	26	• Add a pair of two-digit numbers with varied sums in the ones.	• Missing Addends for Sums of Ten(s) Sprint (Lesson 25 Sprint Fluency) • 4 ten-sticks from math toolkit, personal white board	• 5 ten-sticks (3 red and 2 yellow)
F	27	• Add a pair of two-digit numbers when the ones	• Fluency Practice Sets (Lesson 23 Fluency Practice Sets) • Personal white board	

		digits have a sum greater than 10.	• 4 ten-sticks from the math toolkit (optional) • race to the top (Fluency Template)	
F	28	• Add a pair of two-digit numbers with varied sums in the ones.	• Fluency Practice Sets (Lesson 23 Fluency Practice Sets) • 110 linking cubes per pair • Personal white board • 4 ten-sticks from math toolkit (optional)	• Chart paper • 5 ten-sticks (3 red and 2 yellow)
F	29	• Add a pair of two-digit numbers with varied sums in the ones.	• Fluency Practice Sets (Lesson 23 Fluency Practice Sets) • Personal white board • race to the top (Fluency Template) • 4 ten-sticks from math toolkit (optional) • addition and subtraction cards set 3 (Template)	• 4 dimes, 10 pennies • can • Chart paper

MODULE 5

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Classify shapes based on defining attributes using examples, variants, and non-examples.	• Fluency Sprint • Blank paper • straw kit (see note) • ruler	• Chart paper • document camera • open-and closed-shape images (Template 1) • square corner tester (Template 2)

A	2	• Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.	• Fluency Sprint (Lesson 1 Fluency Sprint) • Numeral cards (Lesson 1 Fluency Template) • one "=" card, two "–" cards • Straw kit • 10 additional straws per person • square corner tester (Lesson 1 Template 2) • shape description cards	• Charts from Lesson 1 • shape description cards (Template) • tape
A	3	• Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.	• Fluency Practice Sets	• 10 dimes and 10 pennies • Set of three-dimensional shapes (sphere, cone, cube, rectangular prism, triangular prism, and cylinder) • three-dimensional shapes found around home or school • three-dimensional shape description cards (Template) • tape
B	4	• Create composite shapes from two-dimensional shapes.	• Fluency Practice Sets (Lesson 3 Fluency Practice Sets) • Personal white board • 1 die per pair • Pattern blocks (set of 1–2 hexagons, 6 squares, 6–10 triangles, 2–4 trapezoids, 2–4	• Two-dimensional shape flash cards (Fluency Template) • three-dimensional shapes used in Lesson 3 • Pattern blocks • chart paper • colored marker

			blue rhombuses, 2–4 tan rhombuses)	
B	5	• Compose a new shape from composite shapes.	• Fluency Sprint (Lesson 1 Fluency Sprint) • Tangram (Template) (cut off the bottom tangram on each sheet to be sent home with homework) • scissors used in Lesson 3	• Two-dimensional shape flash cards (Lesson 4 Fluency Template) • three-dimensional shapes used in Lesson 3 • Tangram (Template) • scissors
B	6	• Create a composite shape from three-dimensional shapes and describe the composite shape using shape names and positions	• Fluency Sprint (Lesson 1 Fluency Sprint) • Sets of three-dimensional shapes • large privacy folder (1 per pair)	• 4 dimes, 10 pennies • can • Three-dimensional solids including cubes, cones, rectangular prisms, triangular prisms, spheres, and cylinders • 1 large privacy folder
C	7	• Name and count shapes as parts of a whole, recognizing relative sizes of the parts.	• Fluency Practice Sets (Lesson 3 Fluency Practice Sets) • Personal white board • Tangram pieces (Lesson 5 Template) • pattern blocks in individual plastic bags (set of 1–2 hexagons, 6 squares, 6–10 triangles, 2–4 trapezoids, 2–4 blue rhombuses, 2–4 tan rhombuses)	• Chart of numbers to 30 with multiples of 5 circled • Tangram pieces (Lesson 5 Template) • document camera • pattern blocks • chart paper • yellow marker

C	8	• Partition shapes and identify halves and quarters of circles and rectangles	• Fluency Practice Sets (Lesson 3 Fluency Practice Sets) • Personal white board • Circles and rectangles (Template 2)	• Example images (Template 1) • circles and rectangles (Template 2) • projector
C	9	• Construct a paper clock by partitioning a circle and tell time to the hour.	• Fluency Sprint (Lesson 1 Fluency Sprint) • Numeral cards (Lesson 1 Fluency Template) • one “=” card, two “+” cards • Pairs of shapes (Template) • personal white board	• Chart paper • 2 pieces of blank paper of the same size (preferably different colors) • document camera
D	10	• Recognize halves within a circular clock face and tell time to the half hour.	• Fluency Sprint (Lesson 1 Fluency Sprint) • Partitioned circle (Template 1) printed on cardstock • scissors • pencil • yellow crayon • orange crayon • brad fastener • personal white board • Paper clock created in Lesson 10 or commercial student clocks	• Partitioned circle (Template 1) • digital clock • Chart of numbers to 30 with multiples of 5 circled • Paper clock created during Lesson 10 • document camera • personal white board • dry erase marker • large instructional clock with gears (if available) (Template 2)
D	11	• Recognize halves within a circular clock face and tell time to the half hour.	• Fluency Sprint (Lesson 1 Fluency Sprint) • Partitioned circle (Template 1) printed on cardstock	• Partitioned circle (Template 1) • digital clock • Chart of numbers to 30 with multiples of 5 circled

			• scissors • pencil • yellow crayon • orange crayon • brad fastener • personal white board • Paper clock created in Lesson 10 or commercial student clocks	• Paper clock created during Lesson 10 • document camera • personal white board • dry erase marker • large instructional clock with gears (if available)(Template 2)
D	12	• Recognize halves within a circular clock face and tell time to the half hour.	• Fluency Practice Sets (Lesson 3 Fluency Practice Sets) • Personal white board • Student clock	• Instructional clock • paper with quarter of the page cut out to cover the minute hand (see Sequence C figure)
D	13	• Recognize halves within a circular clock face and tell time to the half hour.	• Fluency Sprint (Lesson 1 Fluency Sprint) • Clock images (Template 2) • personal white board	• Clock image 1 (Template 1)

MODULE 6

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	• Solve compare with difference unknown problem types.	• Fluency Practice Sets • Personal white board • die per pair • Personal math toolkit with 4 ten-sticks	• 4 ten-sticks • 2 charts with today's story problems

A	2	• Solve compare with bigger or smaller unknown problem types.	• Fluency Practice Sets (Lesson 1) • Personal white board • die per pair • Personal math toolkit with 4 ten-sticks • personal white board	• Chart with Lesson 1's strip diagram and Problem 2 • chart with today's Problems 2 and 3 • 4 tensticks
B	3	• Use the place value chart to record and name tens and ones within a two-digit number up to 100.	• Fluency Sprints • 1 pack of numeral cards 0–10 per set of partners (Fluency Template) • 4 ten-sticks from personal math toolkit • personal white board • place value chart (Template 2)	• Hide Zero cards (Template 1) • chart paper
B	4	• Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones	• Fluency Sprints (Lesson 3) • Personal white board • place value chart (Lesson 3 Template 2) • numeral cards (Lesson 3 Fluency Template)	• Personal white board • Rekenrek • Chart paper with a place value chart • Hide Zero cards (Lesson 3 Template 1)
B	5	• Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.	• Fluency Practice Sets (Lesson 1) • 1 pack of numeral cards 0–10 (Lesson 3 Fluency Template) • Personal white board • place value chart (Lesson 3 Template 2)	• 4 dimes, 10 pennies • can • 2 pieces of chart paper with two pairs of place value charts as shown

B	6	• Use the symbols >, =, and < to compare quantities and numerals to 100.	• Fluency Practice Sets (Lesson 1) • Personal white board	• 10 dimes, 10 pennies • can • Personal white board
B	7	• Count and write numbers to 120. • Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120.	• Personal white board • place value chart (Lesson 3 Template 2) • comparison cards (Template) • Fluency Sprints (Lesson 3) • Hide Zero cards (optional)	• Chart paper • comparison cards (Template) • tape • Vertical counting sequence (Template) • Hide Zero cards (Lesson 3 Template 1) • Personal white board
B	8	• Count to 120 in unit form using only tens and ones. • Represent numbers to 120 as tens and ones on the place value chart.	• Fluency Sprints (Lesson 3) • Place value chart (Lesson 3 Template 2) • personal white board	• Vertical counting sequence (Lesson 7 Template) • 100-bead Rekenrek and 20-bead Rekenrek (if available) • place value chart (Lesson 3 Template 2) • personal white board • document camera
B	9	• Represent up to 120 objects with a written numeral.	• +1, –1, +10, –10 Sprint • Personal white board	• 12 ten-sticks of linking cubes (ideally 6 red and 6 white ten-sticks) • 10 additional loose linking cubes
C	10	• Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.	• Fluency Practice Sets (Lesson 1) • Personal white board	• 100-bead Rekenrek • Chart paper • 10 dimes

			• Race to the Top! (Fluency Template) • 2 dice per pair of students • number bond/number sentence set (Template) • 5 dimes	
C	11	• Add a multiple of 10 to any two-digit number within 100.	• Fluency Practice Sets (Lesson 1) • Personal white board	• 10 dimes, 10 pennies • can • 100-bead Rekenrek
C	12	• Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.	• Personal white board • die per pair of students	• Chart paper
C	13	• Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.	• Fluency Sprints (Lesson 3) • Personal white board	• Chart paper • document camera (if available)
C	14	• Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.	• Fluency Practice Sets (Lesson 1) • Personal white board • die per pair of students	• Chart paper • document camera if available
C	15	• Add a pair of two-digit numbers when the ones digits have a sum greater	• Fluency Practice Sets (Lesson 1) • Personal white board • 5 ten-sticks	• 10 ten-sticks (5 red, 5 yellow)

		than 10 with drawing. Record the total below	• place value chart (Lesson 3 Template 2)	
C	16	• Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.	• Fluency Sprints (Lesson 3) • Personal white board • recording tens and ones (Template 3 Template 2)	• 4 dimes, 10 pennies • can • Chart paper
C	17	• Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.	• Fluency Sprints (Lesson 3) • Personal white board • recording tens and ones (Lesson 16 Template) (optional) • numeral cards (Lesson 3 Fluency Template)	• Chart paper
D	18	• Add a pair of two-digit numbers with varied sums in the ones, and compare the results of different recording methods. (Optional)	• Pair of dice • personal white board • Pattern sheet list A or B (Fluency Template)	• Student work samples (Template) • projector
D	19	• Solve and share strategies for adding two-digit numbers with varied sums. (Optional)	• Fluency Practice Sets (Lesson 1) (S) Personal white board	• Projector
E	20	• Identify pennies, nickels, and dimes by their image, name, or value.	• Fluency Sprints (Lesson 3) • 5 dimes, 15 pennies, 3 nickels (plastic or real) • personal white board • spinner (Template) (optional)	• 8 dimes, 20 pennies, and 6 nickels (plastic or real)

		• Decompose the values of nickels and dimes using pennies and nickels. • Recognize and write the cent symbol (¢).	• paper clip • pencil	
E	21	• Identify quarters by their image, name, or value. • Decompose the value of a quarter using pennies, nickels, and dimes.	• Fluency Sprints (Lesson 3) • 1 quarter, 3 dimes, nickels, 25 pennies (plastic or real) • 1 die per set of partners • Problem Set	• 4 quarters, 10 dimes, 10 nickels, 30 pennies (plastic or real) • chart paper
E	22	• Identify varied coins by their image, name, or value. • Add one cent to the value of any coin.	• Fluency Practice Sets (Lesson 1) • Personal white board • 1 quarter, 2–5 dimes, 3–5 nickels, 10–20 pennies (real or plastic) • 1 die • coin spinner with quarter (Template) • paper clip • pencil per pair	• 5–10 different quarters (e.g., various commemorative quarters), 5 dimes, 5 nickels (possibly with different images), 20 pennies, 1 dollar coin if available (real or plastic) • projector
E	23	• Count on using pennies from any single coin.	• Fluency Practice Sets (Lesson 1) • Personal white board • 1 quarter, 3–5 dimes, 2–5 nickels, 25 pennies (plastic or real) • 1 die per pair of students	• 1 quarter, 10 dimes, 10–12 nickels, 30 pennies (plastic or real) • projector

E	24	• Use dimes and pennies as representations of numbers to 120.	• Fluency Sprints (Lesson 3) • Personal white board • 12 dimes, 10 pennies (plastic or real)	• 12 dimes, 10 pennies (plastic or real) • projector
F	25	• Understand spending and saving income.		• 1 penny, 1 nickel, 1 dime, and 1 quarter, or pictures of both sides of these coins, 120 pennies, 24 nickels, and 12 dimes • Rekenrek • Large sticky notes
F	26	• Understand the difference between wants and needs.	• Lesson 26 Template (1 for each pair of students, cut into cards) • personal white board	• Collection of 120 pennies, 24 nickels, and 12 dimes (plastic or real) • Rekenrek • Lesson 26 Template (cut into cards) • graphic organizer from Lesson 25
F	27	• Consider charitable giving as an option for spending money.	• Personal white board	• 120 pennies, 24 nickels, 12 dimes (real or plastic) • Rekenrek • Personal white board
G	28	• Solve compare with bigger or smaller unknown problem types	• Fluency Sprint (Lesson 3) • Personal white board	• Chart paper

G	29	• Solve compare with bigger or smaller unknown problem types	• Fluency Practice Sets (Lesson 1) • Personal white board • time recording sheet (Fluency Template) • Problem Set	• Personal white board • time recording sheet (Fluency Template)
G	30	• Share and critique peer strategies for solving problems of varied types.	• Fluency Practice Sets (Lesson 1) • Personal white board • shapes recording sheet (Fluency Template 2) • Problem Set	• Two-dimensional shape flashcards (Fluency Template 1) • three-dimensional objects used in Module 5 Lesson 3 • Chart paper
H	31	• Celebrate progress in fluency with adding and subtracting within 10 (and 20). • Organize engaging summer practice.	• Count Dots Sprint • Numeral cards (Template 1) • Target • Numeral cards (Template 1) Practice (Template 2) • Race to the Top (Template 3) • Personal white boards with Target Practice (Template 2) • 2 die per pair	• Organizational chart for center assignments (example to the right)
H	32	• Celebrate progress in fluency with adding and subtracting within 10 (and 20). • Organize engaging summer practice.	• Number Bond Dash: 10 (Pattern Sheet) • Various fluency activities for center work	