

MODULE 1

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	<ul style="list-style-type: none"> <li>Practice making ten and adding to ten.</li> </ul>	<ul style="list-style-type: none"> <li>Personal White Boards</li> <li>1 heavy duty, clear sheet protector</li> <li>1 piece of stiff red tag board 11" × 8 ¼"</li> <li>1 piece of stiff white tag board 11" × 8 ¼"</li> <li>1 3" × 3" piece of dark synthetic cloth for an eraser (e.g., felt)</li> <li>1 low odor dry erase marker: fine point</li> <li>Add Ten and Some Ones Sprint</li> <li>Add Ten and Some Ones Sprint</li> <li>Per set of partners:               <ul style="list-style-type: none"> <li>target practice (Fluency Template 3)</li> <li>1 numeral dieAdd Ten and Some Ones Sprint</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ten-frame cards (Fluency Template 1)</li> <li>5-group column cards (Fluency Template 2)</li> <li>100-bead Rekenrek (or Slavonic Abacus)</li> </ul>
A	2	<ul style="list-style-type: none"> <li>Practice making the next ten and adding to a multiple of ten.</li> </ul>	<ul style="list-style-type: none"> <li>Add Tens and Some Ones Sprint</li> <li>personal white board</li> <li>target practice (Lesson 1 Fluency Template 3)</li> <li>1 numeral die</li> </ul>	<ul style="list-style-type: none"> <li>100-bead Rekenrek</li> <li>Hide Zero cards (Fluency Template)</li> </ul>
B	3	<ul style="list-style-type: none"> <li>Add and subtract like units.</li> </ul>	<ul style="list-style-type: none"> <li>Related Facts Sprint, white board,</li> </ul>	

B	4	<ul style="list-style-type: none"> <li>• Make a ten to add within 20.</li> </ul>		<ul style="list-style-type: none"> <li>• Linking cubes with ten-sticks and extra cubes, place value chart</li> </ul>
B	5	<ul style="list-style-type: none"> <li>• Make a ten to add within 100.</li> </ul>	<ul style="list-style-type: none"> <li>• place value chart</li> <li>• Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>• Linking cubes with ten-sticks and extra cubes</li> <li>• Rekenrek</li> </ul>
B	6	<ul style="list-style-type: none"> <li>• Subtract single-digit numbers from multiples of 10 within 100.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal white board</li> </ul>	
B	7	<ul style="list-style-type: none"> <li>• Take from 10 within 20</li> </ul>	<ul style="list-style-type: none"> <li>• Personal white board</li> </ul>	
B	8	<ul style="list-style-type: none"> <li>• Take from ten within 100.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal white board</li> </ul>	
<p>End of Module Assessment Topics A–B (assessment 1 day, return ½ day, remediation or further applications ½ day)</p>				

## MODULE 2

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	<ul style="list-style-type: none"> <li>• Connect measurement with physical units by using multiple copies of the same physical unit to measure.</li> </ul>	<ul style="list-style-type: none"> <li>• Before, Between, After Sprint</li> <li>• small resealable bag with 30 or more centimeter cubes</li> <li>• small resealable bag of used crayons</li> </ul>	<ul style="list-style-type: none"> <li>• 2–3 crayons of varying lengths</li> <li>• 2 pencil boxes</li> </ul>
A	2	<ul style="list-style-type: none"> <li>• Use iteration with one physical unit to measure</li> </ul>	<ul style="list-style-type: none"> <li>• white board</li> <li>• Small resealable bag with 1 centimeter cube</li> <li>• 1 paper clip</li> </ul>	<ul style="list-style-type: none"> <li>• Small resealable bag with 1 centimeter cube</li> <li>• 1 paper clip</li> <li>• 3 linking cubes (joined)</li> </ul>

			<ul style="list-style-type: none"> <li>• 3 linking cubes (joined)</li> <li>• 1 crayon</li> <li>• 1 dry erase marker</li> <li>• 1 sticky note</li> <li>• 1 index card</li> <li>• pencil</li> <li>• paper</li> </ul>	<ul style="list-style-type: none"> <li>• 1 crayon</li> <li>• 1 dry erase marker</li> <li>• 1 sticky note</li> <li>• 1 index card</li> <li>• pencil</li> <li>• paper</li> </ul>
A	3	<ul style="list-style-type: none"> <li>• Apply concepts to create unit rulers and measure lengths using unit rulers.</li> </ul>	<ul style="list-style-type: none"> <li>• white board</li> <li>• Making Ten Sprint</li> <li>• 1 30 cm × 5 cm strip of tagboard or sentence strip</li> <li>• 1 centimeter cube</li> <li>• 1 index card or sticky note</li> </ul>	
B	4	<ul style="list-style-type: none"> <li>• Measure various objects using centimeter rulers and meter sticks.</li> </ul>	<ul style="list-style-type: none"> <li>• 30 cm ruler created in Lesson 3</li> <li>• Related Facts Sprint</li> <li>• Centimeter ruler made in Lesson 3</li> <li>• textbook</li> <li>• meter stick</li> <li>• meter tape per pair</li> </ul>	<ul style="list-style-type: none"> <li>• Meter stick</li> <li>• meter tape</li> </ul>
B	5	<ul style="list-style-type: none"> <li>• Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• white board</li> <li>• 1 unused unsharpened pencil</li> <li>• 1 centimeter cube</li> <li>• centimeter ruler from Lesson 3</li> <li>• meter tape</li> <li>• 1 wedge eraser</li> </ul>	<ul style="list-style-type: none"> <li>• Meter stick (displayed horizontally for student reference)</li> <li>• three-ring binder</li> </ul>

C	6	<ul style="list-style-type: none"> <li>Measure and compare lengths using centimeters and meters.</li> </ul>	<ul style="list-style-type: none"> <li>Find the Longer Length Sprint</li> <li>Personal white board</li> <li>centimeter ruler</li> <li>meter strip (Template)</li> <li>2 sheets of paper per pair</li> </ul>	<ul style="list-style-type: none"> <li>Meter stick (displayed horizontally for student reference)</li> <li>three-ring binder</li> </ul>
C	7	<ul style="list-style-type: none"> <li>Measure and compare lengths using standard metric length units and non-standard length units; relate measurement to unit size.</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction Sprint</li> <li>Personal white board</li> <li>1 30-centimeter ruler (various types, e.g., wood, plastic, tape)</li> <li>1 small resealable bag per pair (containing 1 straw, 1 new crayon, 1 wedge eraser, 1 square sticky note, 30 large or small paper clips)</li> <li>Meter strip (Lesson 6 Template)</li> <li>1 piece of 12" × 18" construction paper</li> </ul>	
D	8	<ul style="list-style-type: none"> <li>Solve addition and subtraction word problems using the ruler as a number line.</li> </ul>	<ul style="list-style-type: none"> <li>Making a Meter Sprint</li> </ul>	<ul style="list-style-type: none"> <li>1 piece of 12" × 18" construction paper</li> <li>torn meter strip (Lesson 6 Template)</li> <li>25 cm of string</li> </ul>
D	9	<ul style="list-style-type: none"> <li>Measure lengths of string using measurement tools, and use strip diagrams to represent and compare the lengths.</li> </ul>	<ul style="list-style-type: none"> <li>Meter strip (Lesson 6 Template) (as pictured)</li> </ul>	<ul style="list-style-type: none"> <li>2 lengths of string in two different colors (3 meters red and 5 meters blue)</li> <li>meter stick</li> <li>masking tape</li> </ul>

				<ul style="list-style-type: none"> <li>• 1 meter strip</li> <li>• 50 cm piece of string</li> <li>• personal white board</li> </ul>
D	10	<ul style="list-style-type: none"> <li>• Apply conceptual understanding of measurement by solving two-step word problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Meter strips (Lesson 6 Template)</li> <li>• white board</li> </ul>	
<p>End of Module Assessment Topics A–D (assessment ½ day, return ½ day, remediation or further applications 1 day)</p>				

### MODULE 3

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	<ul style="list-style-type: none"> <li>• Bundle and count ones, tens, and hundreds to 1,200.</li> </ul>	<ul style="list-style-type: none"> <li>• Meter strip (Fluency Template),</li> </ul>	<ul style="list-style-type: none"> <li>• A “clock” made from a 24-inch ribbon marked off at every 2 inches</li> <li>• Box of 1,200 straws or sticks</li> </ul>
B	2	<ul style="list-style-type: none"> <li>• Count up and down between 100 and 220 using ones and tens.</li> </ul>	<ul style="list-style-type: none"> <li>• Meter strip (Lesson 1 Fluency Template)</li> <li>• Meter strip (Lesson 1 Fluency Template)</li> <li>• personal white board</li> <li>• 9 tens and 6 ones per pair</li> <li>• Straws and bundles of tens and hundreds</li> </ul>	<ul style="list-style-type: none"> <li>• “Clock” made from a 24-inch ribbon marked off at every 2 inches</li> <li>• Bundle of 1 hundred, 1 ten, and a single straw from Lesson 1</li> <li>• 9 bundles of hundreds, 10 bundles of tens, 10 ones</li> <li>• 10 ones, 10 tens, 10 hundreds</li> <li>• 1 hundred, 2 tens, 4 ones</li> </ul>

				<ul style="list-style-type: none"> <li>• 1 hundred, 2 tens, 4 ones per pair</li> </ul>
B	3	<ul style="list-style-type: none"> <li>• Count up and down between 90 and 1,200 using ones, tens, and hundreds.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences to 10 with Teen Numbers Sprint</li> </ul>	<ul style="list-style-type: none"> <li>• Bundle of 1 hundred, 1 ten, and a single straw from Lesson 1</li> <li>• 1 unit of 1 thousand, 12 units of 1 hundred, 10 units of ten, 10 ones (for Parts A, B, C, and D)</li> </ul>
C	4	<ul style="list-style-type: none"> <li>• Write base ten three-digit numbers in unit form; show the value of each digit.</li> </ul>	<ul style="list-style-type: none"> <li>• Dienes blocks: 12 ones, 10 tens, and 1 hundred per student</li> <li>• 1 die per pair</li> <li>• Meter strip (Lesson 1 Fluency Template)</li> <li>• Individual place value charts (Lesson 4 Template 2)</li> <li>• personal white board</li> </ul>	<ul style="list-style-type: none"> <li>• 4 shoe box lids joined to create a place value “box” labeled thousands, hundreds, tens, and ones</li> <li>• bundles of straws from Lesson 1</li> <li>• Hide Zero cards (Template 1) cut apart (as pictured) and in a small resealable bag</li> <li>• place value chart (Template 2) per pair</li> <li>• personal white board per student</li> <li>• Blank paper to write numerals, place value box, bundles of straws for modeling</li> </ul>
C	5	<ul style="list-style-type: none"> <li>• Write base ten numbers in expanded form.</li> </ul>	<ul style="list-style-type: none"> <li>• Meter strip (Lesson 1 Fluency Template)</li> <li>• personal white board</li> </ul>	<ul style="list-style-type: none"> <li>• Hide Zero cards (Lesson 4 Template 1)</li> <li>• Place value box</li> </ul>

			<ul style="list-style-type: none"> <li>• Hide Zero cards (Lesson 4 Template 1)</li> <li>• math journal or paper</li> </ul>	<ul style="list-style-type: none"> <li>• bundles of straws for modeling</li> </ul>
C	6	<ul style="list-style-type: none"> <li>• Write, read, and relate base ten numbers in all forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded Form Sprint</li> <li>• Number spelling activity sheet (Activity Sheet)</li> <li>• personal white board</li> <li>• Problem Set Part 1</li> <li>• 21 ones and 21 tens per pair</li> <li>• personal white board</li> <li>• Problem Set Part 2</li> <li>• Problem Set, Application Problem solution</li> </ul>	<ul style="list-style-type: none"> <li>• 12 ten-dollar bills</li> <li>• 1 five-dollar bill</li> </ul>
D	7	<ul style="list-style-type: none"> <li>• Count the total value of \$1, \$10, and \$100 bills up to \$1,200.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal white board</li> <li>• unlabeled hundreds place value chart (Template)</li> <li>• 10 one-dollar bills, 10 ten-dollar bills, and 12 hundred-dollar bills (put money in a small resealable bag “wallet” with the ones in the front, tens in the middle, and hundreds in the back)</li> <li>• Completed Problem Set</li> </ul>	<ul style="list-style-type: none"> <li>• Bundle of one hundred, one ten, and a single stick from Lesson 1</li> <li>• 1 bundle of 100 straws</li> </ul>
D	8	<ul style="list-style-type: none"> <li>• Count from \$10 to \$1,200 on the place value chart and the empty number line.</li> </ul>	<ul style="list-style-type: none"> <li>• Blank piece of paper</li> <li>• Personal white board</li> <li>• unlabeled hundreds place value chart (Lesson 8 Template)</li> </ul>	<ul style="list-style-type: none"> <li>• 11 pennies, 3 dimes</li> <li>• Bundle of one hundred, one ten, and a single stick from Lesson 1</li> </ul>

			<ul style="list-style-type: none"> <li>• 10 one-dollar bills, 10 ten-dollar bills, 10 hundred-dollar bills</li> <li>• small resealable bag per pair</li> </ul>	
D	9	<ul style="list-style-type: none"> <li>• Explore \$1,000. How many \$10 bills can we change for a thousand dollar bill?</li> </ul>	<ul style="list-style-type: none"> <li>• More Expanded Form Sprint</li> <li>• Problem Set (if unable to project during the Debrief, perhaps have the students do their work on posters rather than 8 ½" × 11" paper)</li> <li>• Completed Problem Set</li> </ul>	<ul style="list-style-type: none"> <li>• 16 pennies and 13 dimes</li> </ul>
<p>Mid Module Assessment</p> <p>Topics A–D (assessment ½ day, return ½ day, remediation or further applications 1 day)</p>				
E	10	<ul style="list-style-type: none"> <li>• Count the total value of ones, tens, and hundreds with place value disks.</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and Subtraction to 10 Sprint</li> <li>• Dienes blocks (hundreds, tens and ones and if available, 1 thousand)</li> <li>• unlabeled place value chart with 4 columns (Template 1)</li> <li>• place value disks (thousands through ones) (Template 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Rekenrek</li> <li>• Dienes blocks (hundreds, tens and ones and if available, 1 thousand)</li> <li>• unlabeled place value chart with 4 columns (Template 1)</li> <li>• place value disks (thousands through ones) (Template 2)</li> </ul>
E	11	<ul style="list-style-type: none"> <li>• Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.</li> </ul>	<ul style="list-style-type: none"> <li>• Sums to 10 with Teen Numbers Sprint</li> <li>• place value disks and unlabeled place value chart (Lesson 10 Templates) per pair</li> <li>• Problem Set</li> <li>• place value disks</li> </ul>	



			<ul style="list-style-type: none"> <li>unlabeled hundreds place value chart (Lesson 8 Template)</li> </ul>	
E	12	<ul style="list-style-type: none"> <li>Read and write numbers up to 1,200 after modeling with place value disks.</li> </ul>	<ul style="list-style-type: none"> <li>Place Value Counting to 100 Sprint</li> <li>Personal white board</li> <li>empty number line (Template)</li> </ul>	<ul style="list-style-type: none"> <li>Plenty of white board space</li> <li>empty number line (Template)</li> <li>Base ten bundles of straws on the carpet</li> <li>Problem Sets</li> </ul>
E	13	<ul style="list-style-type: none"> <li>Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms.</li> </ul>	<ul style="list-style-type: none"> <li>Review of Subtraction in the Teens Sprint</li> <li>place value disks</li> <li>unlabeled place value chart (Lesson 10 Templates)</li> <li>Problem Set</li> </ul>	
E	14	<ul style="list-style-type: none"> <li>Explore a situation with more than 9 groups of ten.</li> </ul>	<ul style="list-style-type: none"> <li>Expanded Notation Sprint</li> <li>Small resealable bag containing 2 sets of pre-cut digit cards 0–9 (Template 2) per student</li> <li>1 set of pre-cut <math>&lt;</math>, <math>&gt;</math>, <math>=</math> symbol cards (Template 1) per pair</li> <li>Problem Set</li> </ul>	<ul style="list-style-type: none"> <li>1 set of pre-cut <math>&lt;</math>, <math>&gt;</math>, <math>=</math> symbols (Template 1)</li> </ul>
F	15	<ul style="list-style-type: none"> <li>Compare numbers to 1,200 with <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Sums—Crossing Ten Sprint</li> <li>Unlabeled place value chart</li> <li>place value disks (Lesson 10 Templates)</li> </ul>	

			<ul style="list-style-type: none"> <li>• Number comparison pre-cut (template)</li> <li>• Problem Set</li> </ul>	
F	16	<ul style="list-style-type: none"> <li>• Compare numbers to 1,200 with <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> when there are more than 9 ones, 9 tens, or 9 hundreds.</li> </ul>	<ul style="list-style-type: none"> <li>• Sums—Crossing Ten Sprint</li> <li>• Unlabeled place value chart</li> <li>• place value disks (Lesson 10 Templates), <math>&lt;</math>, <math>&gt;</math>, <math>=</math> symbols cards (Lesson 14 Template)</li> </ul>	
F	17	<ul style="list-style-type: none"> <li>• Order numbers in different forms. (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint: Sums—Crossing Ten Sprint</li> <li>• Unlabeled place value chart</li> <li>• place value disks (Lesson 10 Templates)</li> <li>• Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>• Unlabeled place value chart</li> <li>• place value disks (Lesson 10 Templates)</li> <li>• Pocket chart</li> <li>• 1 set of pre-cut <math>&lt;</math>, <math>&gt;</math>, <math>=</math> symbol cards (Lesson 15 Template 1)</li> </ul>
G	18	<ul style="list-style-type: none"> <li>• Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences Sprint</li> <li>• Unlabeled place value chart, place value disks (Lesson 10 Templates)</li> </ul>	<ul style="list-style-type: none"> <li>• Plenty of board space,</li> <li>• sentence frames for 1 more than is , 10 more than is, and 100 more than is (with an analogous less than set)</li> </ul>
G	19	<ul style="list-style-type: none"> <li>• Model 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences Sprint</li> <li>• Unlabeled place value chart</li> <li>• place value disks (Lesson 10 Templates)</li> <li>• Unlabeled hundreds place value chart (Lesson 8 Template)</li> </ul>	

			<ul style="list-style-type: none"> <li>personal white board</li> </ul>	
G	20	<ul style="list-style-type: none"> <li>Complete a pattern counting up and down.</li> </ul>	<ul style="list-style-type: none"> <li>Differences Sprint</li> <li>Unlabeled place value chart</li> <li>place value disks (Lesson 10 Templates)</li> <li>4 large index cards per pair</li> </ul>	<ul style="list-style-type: none"> <li>Pocket chart</li> </ul>
End of Module Assessment Topics A–G (assessment ½ day, return ½ day, remediation or further applications 1 day)				

#### MODULE 4

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	<ul style="list-style-type: none"> <li>Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10.</li> </ul>	<ul style="list-style-type: none"> <li>Unlabeled tens place value chart (Template)</li> <li>personal white board</li> <li>Place value disks: 9 tens disks, 9 ones disks</li> <li>unlabeled tens place value chart (Template)</li> <li>personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Unlabeled tens place value chart (Template)</li> <li>Sentence frames:               <ul style="list-style-type: none"> <li>○ ___ is 1 more than ___. 1 more than ___ is ___.</li> <li>1 less than ___ is ___.</li> <li>___ is 1 less than ___. 10 more than ___ is ___.</li> <li>___ is 10 more than ___. 10 less than ___ is ___.</li> <li>___ is 10 less than ___.</li> </ul> </li> </ul>
A	2	<ul style="list-style-type: none"> <li>Add and subtract multiples of 10 including counting on to subtract.</li> </ul>	<ul style="list-style-type: none"> <li>Unlabeled tens place value chart (Lesson 1 Template)</li> <li>personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Unlabeled tens place value chart (Lesson 1 Template)</li> <li>Rekenrek</li> </ul>

A	3-4	<ul style="list-style-type: none"> <li>Add and subtract multiples of 10 and some ones within 100.</li> </ul>	<ul style="list-style-type: none"> <li>Add and Subtract Ones and Tens Sprint</li> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Rekenrek</li> <li>Linking cubes in three colors</li> </ul>
A	5	<ul style="list-style-type: none"> <li>Solve one- and two-step word problems within 100 using strategies based on place value.</li> </ul>	<ul style="list-style-type: none"> <li>Add and Subtract Ones and Tens Sprint (repeated from Lesson 3)</li> <li>Math journal or personal white board</li> </ul>	
B	6	<ul style="list-style-type: none"> <li>Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends.</li> </ul>	<ul style="list-style-type: none"> <li>Per pair: <ul style="list-style-type: none"> <li>place value disks (9 tens, 18 ones)</li> <li>unlabeled tens place value chart (Lesson 1 Template)</li> <li>place value disks (Template)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Rekenrek</li> <li>Place value disks</li> <li>unlabeled tens place value chart (Lesson 1 Template)</li> </ul>
B	7	<ul style="list-style-type: none"> <li>Relate addition using manipulatives to a written vertical method.</li> </ul>	<ul style="list-style-type: none"> <li>Per pair: <ul style="list-style-type: none"> <li>personal white board</li> <li>unlabeled tens place value chart (Lesson 1 Template)</li> <li>place value disks (9 tens, 18 ones)</li> <li>place value disks (Lesson 6 Template)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Place value disks</li> <li>unlabeled tens place value chart (Lesson 1 Template)</li> </ul>

B	8	<ul style="list-style-type: none"> <li>Use math drawings to represent the composition and relate drawings to a written method.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>Math journal or paper</li> </ul>	<ul style="list-style-type: none"> <li>Place value disks</li> </ul>
B	9-10	<ul style="list-style-type: none"> <li>Use math drawings to represent the composition when adding a two-digit to a three-digit addend.</li> </ul>	<ul style="list-style-type: none"> <li>Sums to the Teens Sprint</li> <li>Math journal or paper</li> </ul>	
C	11	<ul style="list-style-type: none"> <li>Represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Place value disks (19 ones, 9 tens)</li> <li>unlabeled tens place value chart (Lesson 1 Template)</li> <li>Place value disks (19 ones, 9 tens)</li> <li>unlabeled tens place value chart (Lesson 1 Template)</li> <li>place value disks (Lesson 6 Template)</li> </ul>
C	12	<ul style="list-style-type: none"> <li>Relate manipulative representations to a written method.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Place value disks (19 ones and 9 tens)</li> <li>unlabeled tens place value chart (Lesson 1 Template)</li> <li>Place value disks (19 ones and 9 tens)</li> <li>unlabeled tens place value chart (Lesson 1 Template)</li> <li>personal white board</li> <li>place value disks (Lesson 6 Template)</li> </ul>

C	13	<ul style="list-style-type: none"> <li>Use math drawings to represent subtraction with and without decomposition and relate drawings to a written method.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>Subtraction Patterns Sprint</li> </ul>	
C	14-15	<ul style="list-style-type: none"> <li>Represent subtraction with and without the decomposition when there is a three-digit minuend.</li> </ul>	<ul style="list-style-type: none"> <li>Math journal or paper</li> <li>Personal white board</li> <li>Two-Digit Subtraction Sprint</li> </ul>	
C	16	<ul style="list-style-type: none"> <li>Solve and create one- and two-step word problems within 100 using strategies based on place value.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>Math journal or personal white board</li> </ul>	
<p>Mid Module Assessment  Topics A–C (assessment ½ day, return ½ day, remediation or further applications 1 day)</p>				
D	17	<ul style="list-style-type: none"> <li>Use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten.</li> </ul>		
D	18	<ul style="list-style-type: none"> <li>Use manipulatives to represent additions with two compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Addition Crossing a Ten Sprint</li> <li>Per pair: <ul style="list-style-type: none"> <li>unlabeled hundreds place value chart (Template)</li> <li>place value disks (2 hundreds, 18 tens, 18 ones)</li> <li>place value disks (Lesson 6 Template)</li> </ul> </li> </ul>	

D	19	<ul style="list-style-type: none"> <li>Relate manipulative representations to a written method.</li> </ul>	<ul style="list-style-type: none"> <li>Per pair: <ul style="list-style-type: none"> <li>personal white board</li> <li>unlabeled hundreds place value chart (Lesson 18 Template)</li> <li>place value disks (2 hundreds, 18 tens, 18 ones)</li> <li>place value disks (Lesson 6 Template)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Addition flash cards (Fluency Template)</li> <li>Place value disks</li> <li>unlabeled hundreds place value chart (Lesson 18 Template)</li> </ul>
D	20-21	<ul style="list-style-type: none"> <li>Use math drawings to represent additions with up to two compositions and relate drawings to a written method.</li> </ul>	<ul style="list-style-type: none"> <li>Addition Crossing a Ten Sprint</li> <li>Math journal or paper</li> </ul>	<ul style="list-style-type: none"> <li>Addition flash cards (Lesson 19 Fluency Template)</li> </ul>
D	22	<ul style="list-style-type: none"> <li>Solve additions with up to four addends with totals within 200 with and without two compositions of larger units</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Addition flash cards (Lesson 19 Fluency Template)</li> </ul>
E	23	<ul style="list-style-type: none"> <li>Use number bonds to break apart three-digit minuends and subtract from the hundred.</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction Patterns Sprint</li> <li>Personal white board</li> </ul>	
E	24	<ul style="list-style-type: none"> <li>Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.</li> </ul>	<ul style="list-style-type: none"> <li>Place value disks (1 hundreds, 18 tens, 18 ones)</li> <li>unlabeled hundreds place value chart (Lesson 18 Template)</li> <li>personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction fact flash cards set 1 (Fluency Template)</li> <li>Place value disks (1 hundreds, 18 tens, 18 ones)</li> </ul>

			<ul style="list-style-type: none"> <li>place value disks (Lesson 6 Template)</li> </ul>	
E	25	<ul style="list-style-type: none"> <li>Relate manipulative representations to a written method.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white boards</li> <li>place value disks</li> <li>unlabeled hundreds place value chart (Lesson 18 Template)</li> <li>place value disks (Lesson 6 Template)</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction fact flash cards set 1 (Lesson 24 Fluency Template)</li> <li>Place value disks</li> <li>unlabeled hundreds place value chart (Lesson 18 Template)</li> <li>Place value disks</li> <li>unlabeled hundreds place value chart (Lesson 18 Template)</li> </ul>
E	26	<ul style="list-style-type: none"> <li>Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>Subtraction Patterns Sprint</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction fact flash cards set 1 (Lesson 24 Fluency Template)</li> </ul>
E	27-28	<ul style="list-style-type: none"> <li>Subtract from 200 and from numbers with zeros in the tens place.</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction from a Ten or a Hundred Sprint</li> <li>Personal white board</li> <li>Subtraction fact flash cards set 1 (Lesson 24 Fluency Template)</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction fact flash cards set 1 (Lesson 24 Fluency Template)</li> </ul>
F	29	<ul style="list-style-type: none"> <li>Use and explain the totals below method using words, math drawings, and numbers</li> </ul>	<ul style="list-style-type: none"> <li>Math journal or paper</li> </ul>	



F	30	<ul style="list-style-type: none"> <li>Compare totals below to new groups below as written methods</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>Subtraction Crossing a Ten Sprint</li> <li>Math journal or paper</li> </ul>	
F	31	<ul style="list-style-type: none"> <li>Solve and create two-step word problems within 100.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>Math journal or personal white board</li> </ul>	
End of Module Assessment Topics A–F (assessment ½ day, return ½ day, remediation or further applications 1 day)				

### MODULE 5

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	<ul style="list-style-type: none"> <li>Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>hundreds place value chart (Fluency Template)</li> <li>7 hundreds disks, 9 tens disks, 9 ones disks</li> <li>personal white board</li> <li>unlabeled hundreds place value chart (Template)</li> </ul>	<ul style="list-style-type: none"> <li>Hundreds place value chart (Fluency Template);</li> <li>Set of sentence frames as shown to the right</li> </ul>
A	2	<ul style="list-style-type: none"> <li>Add and subtract multiples of 100, including counting on to subtract.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>hundreds place value chart (Lesson 1 Template 1)</li> <li>Personal white board</li> <li>9 each of ones, tens, and hundreds disks</li> </ul>	<ul style="list-style-type: none"> <li>Hundreds place value chart (Lesson 1 Template 1)</li> <li>Hide Zero cards (Template)</li> </ul>

A	3	<ul style="list-style-type: none"> <li>Add multiples of 100 and some tens within 1,000.</li> </ul>	<ul style="list-style-type: none"> <li>Adding Multiples of Ten and Some Ones Sprint</li> <li>Personal white board</li> </ul>	
A	4	<ul style="list-style-type: none"> <li>Subtract multiples of 100 and some tens within 1,000.</li> </ul>	<ul style="list-style-type: none"> <li>Subtracting Multiples of Ten and Some Ones Sprint</li> <li>Personal white board</li> <li>unlabeled hundreds place value chart (Lesson 1 Template 2)</li> <li>place value disks (7 hundreds, 8 tens)</li> </ul>	
A	5	<ul style="list-style-type: none"> <li>Use the associative property to make a hundred in one addend.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> </ul>	
A	6	<ul style="list-style-type: none"> <li>Use the associative property to subtract from three-digit numbers and verify solutions with addition.</li> </ul>	<ul style="list-style-type: none"> <li>Linking cubes in three colors</li> </ul>	<ul style="list-style-type: none"> <li>Linking cubes in three colors</li> </ul>
A	7	<ul style="list-style-type: none"> <li>Share and critique solution strategies for varied addition and subtraction problems within 1,000.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Student work samples (Template)</li> </ul>

B	8-9	<ul style="list-style-type: none"> <li>Relate manipulative representations to the addition algorithm.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>Two-Digit Addition Sprint</li> <li>unlabeled hundreds place value chart (Lesson 1 Template 2)</li> <li>place value disks (9 hundreds, 18 tens, 18 ones) per pair</li> </ul>	<ul style="list-style-type: none"> <li>Place value disks</li> <li>unlabeled hundreds place value chart (Lesson 1 Template 2)</li> <li>Place value disks (9 hundreds, 18 tens, 18 ones)</li> </ul>
B	10-11	<ul style="list-style-type: none"> <li>Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.</li> </ul>	<ul style="list-style-type: none"> <li>Addition Crossing Tens Sprint</li> <li>Math journal or paper</li> </ul>	
B	12	<ul style="list-style-type: none"> <li>Choose and explain solution strategies and record with a written addition method.</li> </ul>	<ul style="list-style-type: none"> <li>Compensation Addition Sprint</li> <li>Place value disks (9 hundreds, 18 tens, 18 ones)</li> <li>personal white board</li> </ul>	
<p>Mid Module Assessment Topics A–B (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)</p>				
C	13	<ul style="list-style-type: none"> <li>Relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>Place value disks (19 ones, 19 tens, 10 hundreds)</li> <li>unlabeled hundreds place value chart (Lesson 1 Template 2)</li> </ul>	<ul style="list-style-type: none"> <li>Place value disks (19 ones, 19 tens, and 10 hundreds)</li> <li>unlabeled hundreds place value chart (Lesson 1 Template 2)</li> <li>personal white board</li> </ul>

C	14-15	<ul style="list-style-type: none"> <li>Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Fluency Practice Sets</li> <li>Personal white board</li> <li>math journal or paper</li> <li>Grade 2 Fluency Practice Sets (Lesson 14 Fluency Practice Sets)</li> <li>3 dimes and 10 pennies</li> </ul>	<ul style="list-style-type: none"> <li>10 dimes and 10 pennies</li> </ul>
C	16-17	<ul style="list-style-type: none"> <li>Subtract from multiples of 100 and from numbers with zero in the tens place.</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction from Teens Sprint</li> <li>10 dimes, 10 pennies</li> <li>Personal white board</li> <li>math journal or paper;</li> <li>Subtract Crossing the Ten Sprint</li> </ul>	<ul style="list-style-type: none"> <li>10 dimes, 10 pennies, can</li> </ul>
C	18	<ul style="list-style-type: none"> <li>Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Fluency Practice Sets (Lesson 14 Fluency Practice Sets)</li> <li>Personal white board</li> </ul>	
D	19	<ul style="list-style-type: none"> <li>Choose and explain solution strategies and record with a written addition or subtraction method.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Fluency Practice Sets (Lesson 14 Fluency Practice Sets)</li> <li>Personal white board</li> <li>place value disks (if appropriate for student level)</li> </ul>	

D	20	<ul style="list-style-type: none"> <li>Solve and generate multi-step word problems.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 2 Fluency Practice Sets (Lesson 14 Fluency Practice Sets)</li> <li>Personal white board</li> <li>Problem Set</li> <li>place value disks (as appropriate for student needs)</li> </ul>	
End of Module Assessment Topics A–D (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)				

### MODULE 6

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	<ul style="list-style-type: none"> <li>Use manipulatives to create equal groups.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets</li> <li>Personal white board</li> <li>12 counters</li> </ul>	<ul style="list-style-type: none"> <li>Sentence frame: There are ___ groups of ___ counters.</li> </ul>
A	2-3	<ul style="list-style-type: none"> <li>Use math drawings to represent equal groups, and relate to repeated addition.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>Personal white board</li> <li>Subtraction Within 20 Sprint</li> </ul>	<ul style="list-style-type: none"> <li>Counters</li> </ul>
A	4	<ul style="list-style-type: none"> <li>Represent equal groups with strip diagrams, and relate to repeated addition.</li> </ul>	<ul style="list-style-type: none"> <li>Adding Crossing Ten Sprint</li> <li>Personal white board</li> <li>counters</li> </ul>	
B	5	<ul style="list-style-type: none"> <li>Compose arrays from rows and columns, and count to find the total using objects.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>6 counting bears</li> <li>12 beans</li> </ul>	<ul style="list-style-type: none"> <li>6 counting bears</li> <li>12 beans</li> </ul>

B	6	<ul style="list-style-type: none"> <li>Decompose arrays into rows and columns, and relate to repeated addition.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>Per pair:               <ul style="list-style-type: none"> <li>21 1-inch tiles,</li> <li>24 lima beans (or other counters)</li> <li>personal white board</li> <li>1 ruler</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>24 lima beans (or other counters)</li> <li>21 1-inch tiles</li> <li>ruler</li> </ul>
B	7	<ul style="list-style-type: none"> <li>Represent arrays and distinguish rows and columns using math drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Sums to the Teens Sprint</li> <li>Personal white board</li> <li>30 lima beans (per pair)</li> </ul>	<ul style="list-style-type: none"> <li>10 dimes, 30 pennies</li> <li>metal can or plastic container</li> </ul>
B	8	<ul style="list-style-type: none"> <li>Create arrays using square tiles with gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction from Teens Sprint</li> <li>25 square tiles</li> <li>ruler</li> </ul>	<ul style="list-style-type: none"> <li>25 square tiles</li> <li>ruler</li> </ul>
B	9	<ul style="list-style-type: none"> <li>Solve word problems involving addition of equal groups in rows and columns.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>Personal white board</li> </ul>	
<b>Mid Module Assessment</b> <b>Topics A–B (assessment ½ day, return ½ day, remediation or further applications 1 day)</b>				
C	10-11	<ul style="list-style-type: none"> <li>Use square tiles to compose a rectangle, and relate to the array model.</li> </ul>	<ul style="list-style-type: none"> <li>Sums to the Teens Sprint</li> <li>25 square tiles</li> <li>Subtraction Crossing Ten Sprint;</li> <li>25 1-inch tiles</li> <li>personal white board</li> </ul>	<ul style="list-style-type: none"> <li>5 red 1-inch tiles</li> <li>5 green 1-inch tiles</li> </ul>

C	12	<ul style="list-style-type: none"> <li>Understand area as an attribute of plane figures.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets</li> <li>Pattern blocks</li> <li>Problem Set</li> </ul>	
C	13	<ul style="list-style-type: none"> <li>Decompose and recompose shapes to compare areas.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 12 Fluency Practice Sets)</li> <li>Paper Strip 1: 1 in <math>\times</math> 12 in</li> <li>Paper Strip 2: 1 cm <math>\times</math> 12 cm</li> <li>scissors</li> <li>ruler</li> <li>Problem Set Page 1</li> </ul>	
C	14	<ul style="list-style-type: none"> <li>Model tiling with centimeter and inch unit squares as a strategy to measure area.</li> </ul>	<ul style="list-style-type: none"> <li>Square centimeter and square inch tiles (from Lesson 13)</li> <li>centimeter grid (Template 1) and inch grid (Template 2)</li> <li>ruler</li> <li>personal white board</li> </ul>	<ul style="list-style-type: none"> <li>10 dimes, 10 pennies</li> <li>metal or plastic can</li> </ul>
C	15	<ul style="list-style-type: none"> <li>Use math drawings to partition a rectangle with square tiles, and relate to repeated addition.</li> </ul>	<ul style="list-style-type: none"> <li>Subtract Crossing the Ten Sprint</li> <li>Personal white board</li> <li>Problem Set</li> <li>crayons or colored pencils</li> </ul>	<ul style="list-style-type: none"> <li>Extra 6 by 8 grids for independent practice</li> </ul>
C	16	<ul style="list-style-type: none"> <li>Use grid paper to create designs to develop spatial structuring.</li> </ul>	<ul style="list-style-type: none"> <li>3 dimes and 10 pennies</li> <li>Fluency Practice Sets (Lesson 12 Fluency Practice Sets)</li> <li>Problem Set</li> <li>grid paper (Template)</li> <li>scissors</li> <li>colored pencils or crayons</li> </ul>	<ul style="list-style-type: none"> <li>10 dimes and 10 pennies</li> <li>Grid paper (Template)</li> <li>1-inch tiles</li> </ul>

			<ul style="list-style-type: none"> <li>personal white board</li> <li>2 grid papers (Template) on 2 different colored papers (per group of four students)</li> </ul>	
D	17	<ul style="list-style-type: none"> <li>Relate doubles to even numbers, and write number sentences to express the sums.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>math notebook or loose-leaf paper</li> <li>Fluency Practice Sets (Lesson 12 Fluency Practice Sets)</li> <li>20 counters (per pair)</li> </ul>	
D	18	<ul style="list-style-type: none"> <li>Pair objects and skip-count to relate to even numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction from Teens Sprint</li> <li>Personal white board</li> <li>20 counters</li> </ul>	
D	19	<ul style="list-style-type: none"> <li>Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate to odd numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Sums to the Teens Sprint</li> <li>20 square tiles</li> </ul>	
D	20	<ul style="list-style-type: none"> <li>Use rectangular arrays to investigate odd and even numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 12 Fluency Practice Sets)</li> <li>25 tiles</li> <li>personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Premade even and odd poster (see image to the right)</li> </ul>
<p>End of Module Assessment  Topics A–D (assessment ½ day, return ½ day, remediation or further applications 1 day)</p>				



## MODULE 7

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	<ul style="list-style-type: none"> <li>Sort and record data into a table using up to four categories; use category counts to solve word problems.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets</li> <li>Personal white board</li> <li>1 animal card from animal cards (Template) per pair</li> </ul>	<ul style="list-style-type: none"> <li>20 dimes, 20 nickels</li> <li>4 pieces of chart paper</li> </ul>
A	2	<ul style="list-style-type: none"> <li>Draw and label a picture graph to represent data with up to four categories.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>Vertical and horizontal picture graphs (Template 1)</li> <li>vertical picture graph (Template 2)</li> <li>crayons or colored pencils</li> <li>personal white board</li> <li>paper or math journal</li> </ul>	<ul style="list-style-type: none"> <li>10 dimes, 10 nickels, 10 pennies</li> <li>can</li> <li>Animal Classification and Animal Habitats tables (Charts 3 and 4 from Lesson 1)</li> <li>1 piece of chart paper</li> </ul>
A	3	<ul style="list-style-type: none"> <li>Draw and label a bar graph to represent data; relate the count scale to the number line.</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction by 5 Sprint</li> <li>1 Number of Books Read picture graph (Template 1)</li> <li>Strip diagrams from Application Problem</li> <li>horizontal and vertical bar graphs (Template)</li> <li>personal white board</li> <li>paper or math journal</li> </ul>	<ul style="list-style-type: none"> <li>10 dimes, 5 nickels, can</li> <li>Tally chart</li> <li>Horizontal and vertical bar graphs (Template 2)</li> <li>Chart 3: Animal Classification and Chart 4: Animal Habitats (from Lesson 1)</li> <li>completed Template 1 (from Lesson 2)</li> </ul>
A	4	<ul style="list-style-type: none"> <li>Draw a bar graph to represent a given data set.</li> </ul>	<ul style="list-style-type: none"> <li>Skip-Counting by 5 Sprint</li> <li>Horizontal and vertical bar graphs (Lesson 3 Template 2)</li> <li>colored pencils or crayons</li> </ul>	<ul style="list-style-type: none"> <li>2 quarters, 10 pennies, can</li> <li>Favorite animals bar graph (Template)</li> </ul>

			<ul style="list-style-type: none"> <li>personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Horizontal and vertical bar graphs (Lesson 3 Template 2)</li> <li>2 pieces of chart paper (see the list below)</li> </ul>
A	5	<ul style="list-style-type: none"> <li>Solve word problems using data presented in a bar graph.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>Activity Sheets 1, 2, and 3, colored pencils or crayons</li> </ul>	<ul style="list-style-type: none"> <li>2 quarters, 10 dimes, 10 nickels, can</li> <li>Ruler (optional)</li> </ul>
B	6	<ul style="list-style-type: none"> <li>Recognize the value of coins and count up to find their total value.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>Decomposition Tree (Fluency Template)</li> <li>Personal white board</li> <li>bag with the following play money coins: 4 quarters, 20 nickels, 10 dimes, 10 pennies</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>bag with the following play money coins: 4 quarters, 20 nickels, 10 dimes, 10 pennies</li> </ul>
B	7	<ul style="list-style-type: none"> <li>Solve word problems involving the total value of a group of coins.</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction Across a Ten Sprint</li> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>20 ten-dollar bills, 10 five-dollar bills</li> <li>Play money coins</li> <li>personal white board</li> </ul>
B	8	<ul style="list-style-type: none"> <li>Solve word problems involving the total value of a group of bills.</li> </ul>	<ul style="list-style-type: none"> <li>Adding Across a Ten Sprint</li> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Play money dollar bills</li> </ul>
B	9	<ul style="list-style-type: none"> <li>Solve word problems involving different</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> </ul>	<ul style="list-style-type: none"> <li>1 dime, 3 nickels, 5 pennies</li> <li>2 personal white boards</li> </ul>

		combinations of coins with the same total value.	<ul style="list-style-type: none"> <li>• Decomposition Tree (Lesson 6 Fluency Template)</li> <li>• Personal white board</li> <li>• bag with the following coins: 4 quarters, 10 nickels, 10 dimes, 10 pennies</li> </ul>	
B	10	<ul style="list-style-type: none"> <li>• Use the fewest number of coins to make a given value.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>• Decomposition Tree (Lesson 6 Fluency Template)</li> <li>• Personal white board</li> <li>• small plastic bag with 4 quarters, 10 dimes, 10 nickels, and 10 pennies</li> </ul>	
B	11	<ul style="list-style-type: none"> <li>• Use different strategies to make \$1 or make change from \$1.</li> </ul>	<ul style="list-style-type: none"> <li>• Subtraction from Teens Sprint</li> <li>• Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>• Various coins</li> <li>• dollar bill</li> </ul>
B	12	<ul style="list-style-type: none"> <li>• Solve word problems involving different ways to make change from \$1.</li> </ul>	<ul style="list-style-type: none"> <li>• Adding Across a Ten Sprint</li> <li>• Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>• Chart with RDW steps</li> </ul>
B	13	<ul style="list-style-type: none"> <li>• Solve two-step word problems involving dollars or cents with totals within \$100 or \$1.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>• Decomposition Tree (Lesson 6 Fluency Template)</li> <li>• Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>• Document camera (if available)</li> </ul>

C	14	<ul style="list-style-type: none"> <li>Solve problems related to saving and spending.</li> </ul>	<ul style="list-style-type: none"> <li>Decomposition Tree (Lesson 6 Fluency Template)</li> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>2 quarters, 10 dimes, 10 nickels, 10 pennies</li> <li>opaque container</li> </ul>
C	15	<ul style="list-style-type: none"> <li>Understand the difference between consumers and producers.</li> </ul>	<ul style="list-style-type: none"> <li>Decomposition Tree (Lesson 6 Fluency Template)</li> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>2 quarters, 10 dimes, 10 nickels, 10 pennies</li> <li>opaque container</li> </ul>
C	16	<ul style="list-style-type: none"> <li>Understand the difference between borrowing and lending.</li> </ul>	<ul style="list-style-type: none"> <li>Decomposition Tree (Lesson 6 Fluency Template)</li> <li>Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>3 quarters, 10 dimes, 10 nickels, 10 pennies</li> <li>opaque container</li> </ul>
Mid-Module Assessment: Topics A–C (assessment 1 day, return 1 day, remediation or further applications 1 day)				
D	17	<ul style="list-style-type: none"> <li>Connect measurement with physical units by using iteration with an inch tile to measure.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>Personal white board with Application Problem work</li> <li>1 inch tile</li> <li>Problem Set</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction fact flash cards set 2 (Fluency Template)</li> <li>1 inch tile</li> <li>1 centimeter cube</li> </ul>
D	18	<ul style="list-style-type: none"> <li>Apply concepts to create inch rulers; measure lengths using inch rulers.</li> </ul>	<ul style="list-style-type: none"> <li>Adding and Subtracting by 2 Sprint</li> <li>Small object approximately 6 inches long or less, 9 lima beans, 3 toothpicks per pair</li> <li>12-inch long <math>\times</math> 2-inch wide strip of tag board or sentence strip</li> <li>paper or math journal</li> <li>1 inch tile</li> <li>2-inch paper clip</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction fact flash cards set 2 (Lesson 17 Fluency Template)</li> </ul>

			<ul style="list-style-type: none"> <li>• 3 × 5 index card</li> </ul>	
E	19	<ul style="list-style-type: none"> <li>• Measure various objects using inch rulers and yardsticks.</li> </ul>	<ul style="list-style-type: none"> <li>• Adding and Subtracting by 3 Sprint</li> <li>• 12-inch ruler</li> <li>• yardstick</li> <li>• Center Recording Sheet <ul style="list-style-type: none"> <li>○ Center 1 Recording Sheet</li> <li>○ Center 2 Recording Sheet</li> <li>○ Center 3 Recording Sheet</li> <li>○ Center 4 Recording Sheet</li> <li>○ Center 5 Recording Sheet</li> </ul> </li> <li>• textbook</li> <li>• pencil</li> <li>• pink eraser</li> </ul>	<ul style="list-style-type: none"> <li>• Subtraction fact flash cards set 2 (Lesson 17 Fluency Template)</li> </ul>
E	20	<ul style="list-style-type: none"> <li>• Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>• Lesson 16 Recording Sheets</li> <li>• new unused pink eraser</li> <li>• 12-inch ruler</li> <li>• 1 yard stick per pair</li> </ul>	<ul style="list-style-type: none"> <li>• Subtraction fact flash cards set 2 (Lesson 17 Fluency Template)</li> <li>• 2 charts (pictured below)</li> <li>• dry erase marker</li> </ul>

E	21	<ul style="list-style-type: none"> <li>• Measure an object twice using different length units and compare; relate measurement to unit size.</li> </ul>	<ul style="list-style-type: none"> <li>• Decomposition Tree (Lesson 6 Fluency Template)</li> <li>• Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>• Centimeter ruler</li> <li>• inch ruler</li> <li>• 1 plain sheet of white paper</li> <li>• bag with: <ul style="list-style-type: none"> <li>○ unsharpened pencil</li> <li>○ new crayon</li> <li>○ new, unused pink eraser</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chart for recording measurements as pictured below</li> </ul>
E	22	<ul style="list-style-type: none"> <li>• Measure to compare the differences in lengths using inches, feet, and yards.</li> </ul>	<ul style="list-style-type: none"> <li>• Subtraction Patterns Sprint</li> <li>• Personal white board</li> </ul>	<ul style="list-style-type: none"> <li>• Piece of butcher paper (30 inches <math>\times</math> 18 inches)</li> <li>• 1 student desk (18 inches <math>\times</math> 24 inches)</li> <li>• 12-inch ruler</li> <li>• yardstick</li> <li>• piece of string (7 feet long)</li> </ul>
F	23	<ul style="list-style-type: none"> <li>• Solve two-digit addition and subtraction word problems involving length by using strip diagrams and writing equations to represent the problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Subtraction Patterns Sprint</li> <li>• Personal white board</li> <li>• Problem Set</li> </ul>	
F	24	<ul style="list-style-type: none"> <li>• Identify unknown numbers on a number line diagram by using the distance between numbers and reference points.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 die per student or pair</li> <li>• math journal or notebook</li> <li>• Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>• Meter strip (Template)</li> <li>• ruler</li> </ul>	<ul style="list-style-type: none"> <li>• Meter strip (Template)</li> <li>• ruler</li> </ul>

			<ul style="list-style-type: none"> <li>personal white board</li> </ul>	
F	25	<ul style="list-style-type: none"> <li>Represent two-digit sums and differences involving length by using the ruler as a number line.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets (Lesson 1 Fluency Practice Sets)</li> <li>Number lines A and B (Template)</li> <li>personal white board</li> <li>1 new pencil</li> </ul>	
End of Module Assessment Topics A–F (assessment 1 day, return 1 day, remediation or further applications 1 day)				

### MODULE 8

Topic	Lesson #	Objective	Student Materials	Teacher Materials
A	1	<ul style="list-style-type: none"> <li>Describe two-dimensional shapes based on attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Adding Across a Ten Sprint</li> <li>12 toothpicks</li> <li>Personal white board</li> <li>1 rubber band</li> <li>geoboard</li> <li>2 pencils</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper</li> <li>marker</li> <li>ruler</li> </ul>
A	2	<ul style="list-style-type: none"> <li>Build, identify, and analyze two-dimensional shapes with specified attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Make a Hundred to Add Sprint</li> <li>Find the triangles (Application Template)</li> <li>Container of uncooked spaghetti of differing lengths per group of four students</li> <li>1 piece of dark construction paper per student</li> </ul>	<ul style="list-style-type: none"> <li>7 charts from Lesson 1</li> <li>tape</li> <li>sentence strips with shape names (triangle, quadrilateral, pentagon, hexagon, heptagon, octagon, nonagon, decagon)</li> </ul>

A	3	<ul style="list-style-type: none"> <li>Use attributes to draw different polygons including triangles, quadrilaterals, pentagons, and hexagons.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency Practice Sets</li> <li>Straightedge</li> <li>scissors</li> <li>2 pieces of white 8½” x 11” inch paper</li> </ul>	<ul style="list-style-type: none"> <li>Document camera (if available)</li> <li>large piece of chart paper for a polygon sort</li> </ul>
A	4	<ul style="list-style-type: none"> <li>Use attributes to identify and draw different quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>hundreds place value chart (Fluency Template)</li> <li>1 piece of 8½” x 11” white paper</li> <li>centimeter rulers (Template)</li> <li>index card</li> <li>highlighter</li> </ul>	<ul style="list-style-type: none"> <li>Chart 2 from Lesson 1</li> <li>index card</li> <li>square tile</li> <li>drawing of rhombus</li> </ul>
A	5	<ul style="list-style-type: none"> <li>Classify and sort three-dimensional shapes by their attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction Patterns Sprint</li> <li>Set of geometric solids (cone, cube, cylinder, rectangular prism, sphere, and triangular prism) or a constructed set of solids from the lesson templates</li> </ul>	
B	6	<ul style="list-style-type: none"> <li>Combine shapes to create a composite shape; create a new shape from composite shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction Patterns Sprint</li> <li>Tangram (Template)</li> <li>scissors</li> <li>personal white board</li> </ul>	<ul style="list-style-type: none"> <li>Tangram (Template)</li> <li>scissors</li> <li>document camera (if available)</li> </ul>



B	7-8	<ul style="list-style-type: none"> <li>Interpret equal shares in composite shapes as halves, thirds, and fourths.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>hundreds place value chart (Lesson 4 Fluency Template)</li> <li>Fluency Practice Sets (Lesson 3)</li> <li>Tangram pieces (Lesson 6)</li> <li>pattern blocks in individual plastic bags (set of 1 hexagon, 4 squares, 3 triangles, 2 trapezoids, 3 wide (not thin) rhombuses)</li> <li>Problem Set</li> </ul>	<ul style="list-style-type: none"> <li>Tangram pieces (Lesson 6)</li> <li>document camera</li> <li>chart paper</li> <li>pattern blocks</li> <li>Problem Set</li> <li>document camera</li> </ul>
<p>Mid Module Assessment</p> <p>Topics A–B (assessment ½ day, return ½ day, remediation or further applications 1 day)</p>				
C	9	<ul style="list-style-type: none"> <li>Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction Patterns Sprint</li> <li>1 piece of 8½" × 11" paper, circle (Template 1)</li> <li>shaded shapes (Template 2)</li> <li>personal white board</li> <li>scissors</li> <li>crayons or colored pencils</li> </ul>	<ul style="list-style-type: none"> <li>1 piece of 8½" × 11" paper circle (Template 1)</li> <li>shaded shapes (Template 2)</li> </ul>
C	10	<ul style="list-style-type: none"> <li>Partition circles and rectangles into equal parts, and describe those parts as halves, fourths, and eighths.</li> </ul>	<ul style="list-style-type: none"> <li>Addition Patterns Sprint</li> <li>Rectangles and circles (Template)</li> <li>personal white board</li> <li>1 piece of 8½" × 11" paper</li> <li>crayons or colored pencils</li> <li>cut and colored circle (Lesson 9 Template 1)</li> </ul>	<ul style="list-style-type: none"> <li>1 piece of 8½" × 11" paper cut and colored circle (Lesson 9 Template 1)</li> </ul>

C	11	<ul style="list-style-type: none"> <li>Use concrete models to count fractional parts beyond one whole.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>hundreds place value chart (Lesson 4 Fluency Template)</li> <li>Fluency Practice Sets (Lesson 3)</li> <li>Labeled fraction parts (Template)</li> <li>1 piece of unlined paper</li> <li>glue stick</li> </ul>	<ul style="list-style-type: none"> <li>Labeled fraction parts (Template)</li> <li>1 piece of unlined paper</li> <li>glue stick</li> </ul>
D	12	<ul style="list-style-type: none"> <li>Construct a paper clock by partitioning a circle into halves and quarters, and tell time to the half hour or quarter hour.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>hundreds place value chart (Lesson 4 Fluency Template)</li> <li>clock (Template)</li> <li>printed on cardstock</li> <li>scissors</li> <li>crayon</li> <li>brad fastener</li> </ul>	<ul style="list-style-type: none"> <li>Large instructional clock with gears</li> <li>clock (Template)</li> <li>document camera (if available)</li> <li>crayon</li> <li>sentence strips to post vocabulary: half past, a quarter past, a quarter to</li> </ul>
D	13	<ul style="list-style-type: none"> <li>Tell time to the nearest five minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>hundreds place value chart (Lesson 4 Fluency Template)</li> <li>Adding and Subtracting by 5 Sprint</li> <li>Clock made in Lesson 13</li> <li>student clocks (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Large instructional geared clock</li> <li>clock made in Lesson 13</li> </ul>

D	14	<ul style="list-style-type: none"> <li>Tell time to the nearest five minutes; relate a.m. and p.m. to time of day.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>hundreds place value chart (Lesson 4 Fluency Template)</li> <li>Telling time story (Template) as a booklet</li> <li>crayons (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Telling time story (Template) as a display or booklet</li> <li>document camera (if available)</li> </ul>
D	15	<ul style="list-style-type: none"> <li>Relate skip counting by fives on the clock and telling time to a continuous measurement model, the number line.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>strip diagram (Template 1)</li> <li>two clocks (Template 2)</li> <li>centimeter ruler</li> </ul>	<ul style="list-style-type: none"> <li>Analog clock for demonstration</li> <li>A “clock” made from a 24-inch ribbon marked off at every 2 inches</li> </ul>
D	16	<ul style="list-style-type: none"> <li>Count by fives and ones on the number line as a strategy to tell time to the nearest minute on the clock.</li> </ul>	<ul style="list-style-type: none"> <li>Personal white board</li> <li>hundreds place value chart (Lesson 4 Fluency Template)</li> <li>Fluency Practice Sets from Lesson 3</li> <li>centimeter ruler</li> <li>clock (Template)</li> </ul>	<ul style="list-style-type: none"> <li>Analog clock for demonstration</li> </ul>
<p>End of Module Assessment</p> <p>Topics A–D (assessment ½ day, return ½ day, remediation or further applications 1 day)</p>				