

PROFICIENT • LEVEL 3

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a "hard look," and the student stops talking to his neighbor.*
- *And others...*

DISTINGUISHED • LEVEL 4

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

- *A student suggests a revision to one of the classroom rules.*
- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- *A student reminds her classmates of the class rule about chewing gum.*
- *And others...*

DOMAIN 2 • THE CLASSROOM ENVIRONMENT

2e ORGANIZING PHYSICAL SPACE

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of component 2e are:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

UNSATISFACTORY • LEVEL 1

The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

CRITICAL ATTRIBUTES

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

POSSIBLE EXAMPLES

- *There are electrical cords running around the classroom.*
- *There is a pole in the middle of the room; some students can't see the board.*
- *A whiteboard is in the classroom, but it is facing the wall.*
- *And others...*

BASIC • LEVEL 2

The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

- *The teacher ensures that dangerous chemicals are stored safely.*
- *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.*
- *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.*
- *And others...*

PROFICIENT • LEVEL 3

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

- *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.*
- *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.*
- *The use of an Internet connection extends the lesson.*
- *And others...*

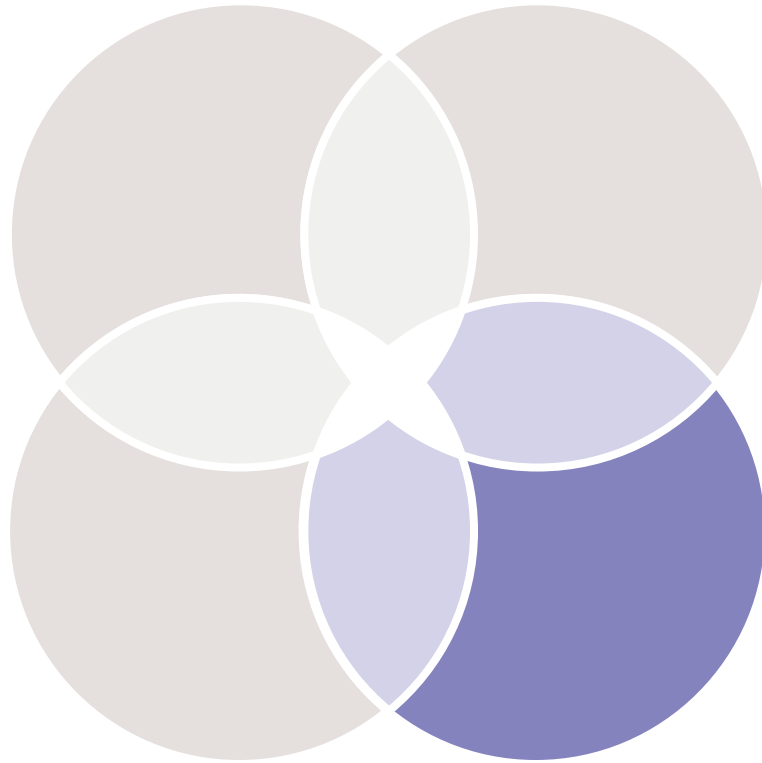
DISTINGUISHED • LEVEL 4

The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

- *Students ask if they can shift the furniture to better suit small-group work or discussion.*
- *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.*
- *A student suggests an application of the whiteboard for an activity.*
- *And others...*

DOMAIN 3 • INSTRUCTION



INSTRUCTION

DOMAIN 3 • INSTRUCTION

3a

COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:**Expectations for learning**

The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.

Directions for activities

Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

Explanations of content

Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

UNSATISFACTORY • LEVEL 1

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

CRITICAL ATTRIBUTES

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

POSSIBLE EXAMPLES

- *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.*
- *The teacher states that to add fractions they must have the same numerator.*
- *Students have a quizzical look on their faces; some may withdraw from the lesson.*
- *Students become disruptive or talk among themselves in an effort to follow the lesson.*
- *The teacher uses technical terms without explaining their meanings.*
- *The teacher says "ain't."*
- *And others...*

BASIC • LEVEL 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

- *The teacher mispronounces "_____."*
- *The teacher says, "And oh, by the way, today we're going to factor polynomials."*
- *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.*
- *A student asks, "What do I write here?" in order to complete a task.*
- *The teacher says, "Watch me while I show you how to _____," asking students only to listen.*
- *A number of students do not seem to be following the explanation.*
- *Students are inattentive during the teacher's explanation of content.*
- *Students' use of academic vocabulary is imprecise.*
- *And others...*

PROFICIENT • LEVEL 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

- *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."*
- *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"*
- *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.*
- *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

- *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."*
- *The teacher asks a student to explain the task to other students.*
- *When clarification about the learning task is needed, a student offers it to classmates.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *The teacher asks, "Who would like to explain this idea to us?"*
- *A student asks, "Is this another way we could think about analogies?"*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing.*
- *A student says to a classmate, "I think that side of the triangle is called the hypotenuse."*
- *And others...*

DOMAIN 3 • INSTRUCTION

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:**Quality of questions/prompts**

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

POSSIBLE EXAMPLES

- *All questions are of the "recitation" type, such as "What is 3 x 4?"*
- *The teacher asks a question for which the answer is on the board; students respond by reading it.*
- *The teacher calls only on students who have their hands up.*
- *A student responds to a question with wrong information, and the teacher doesn't follow up.*
- *And others...*

BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

- *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"*
- *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*
- *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.*
- *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.*
- *And others...*

PROFICIENT • LEVEL 3

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

- *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"*
- *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"*
- *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.*
- *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.*
- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

- *A student asks, "How many ways are there to get this answer?"*
- *A student says to a classmate, "I don't think I agree with you on this, because..."*
- *A student asks of other students, "Does anyone have another idea how we might figure this out?"*
- *A student asks, "What if...?"*
- *And others...*

DOMAIN 3 • INSTRUCTION

3c ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”

The elements of component 3c are:**Activities and assignments**

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.

Grouping of students

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

UNSATISFACTORY • LEVEL 1

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

POSSIBLE EXAMPLES

- *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.*
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *The teacher lectures for 45 minutes.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*
- *And others...*

BASIC • LEVEL 2

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

- *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.*
- *Students are asked to fill in a worksheet, following an established procedure.*
- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- *And others...*

PROFICIENT • LEVEL 3

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*
- *The lesson is neither rushed nor does it drag.*
- *And others...*

DISTINGUISHED • LEVEL 4

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

- *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*
- *And others...*

DOMAIN 3 • INSTRUCTION

3d USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a “teachable moment,” or enlisting students' particular interests to enrich an explanation.

The elements of component 3d are:**Assessment criteria**

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

UNSATISFACTORY • LEVEL 1

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.

POSSIBLE EXAMPLES

- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *The teacher forges ahead with a presentation without checking for understanding.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*
- *And others...*

BASIC • LEVEL 2

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.

- *The teacher asks, "Does anyone have a question?"*
- *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*
- *And others...*

PROFICIENT • LEVEL 3

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.

- *The teacher circulates during small-group or independent work, offering suggestions to students.*
- *The teacher uses specifically formulated questions to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.*
- *And others...*

DISTINGUISHED • LEVEL 4

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

- *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.*
- *While students are working, the teacher circulates, providing specific feedback to individual students.*
- *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.*
- *Students offer feedback to their classmates on their work.*
- *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*
- *And others...*

DOMAIN 3 • INSTRUCTION

3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

The elements of component 3e are:

Lesson adjustment

Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift when needed.

Response to students

Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators include:

- Incorporation of students’ interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

UNSATISFACTORY • LEVEL 1

The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

CRITICAL ATTRIBUTES

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning, it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

POSSIBLE EXAMPLES

- *The teacher says, "We don't have time for that today."*
- *The teacher says, "If you'd just pay attention, you could understand this."*
- *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."*
- *And others...*

BASIC • LEVEL 2

The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.

- *The teacher says, "I'll try to think of another way to come at this and get back to you."*
- *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."*
- *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

- *The teacher says, "That's an interesting idea; let's see how it fits."*
- *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.*
- *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.*
- *And others...*

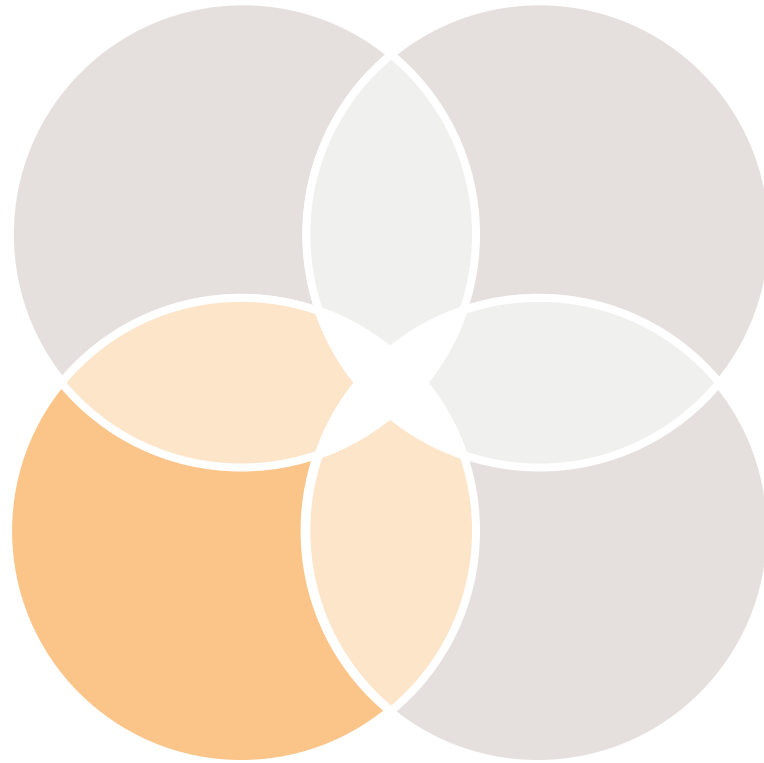
DISTINGUISHED • LEVEL 4

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

- *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."*
- *The teacher incorporates the school's upcoming championship game into an explanation of averages.*
- *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*
- *And others...*

DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES



PROFESSIONAL RESPONSIBILITIES

DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

4a REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a are:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

UNSATISFACTORY • LEVEL 1

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

POSSIBLE EXAMPLES

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*
- *And others...*

BASIC • LEVEL 2

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try _____ next time."*
- *And others...*

PROFICIENT • LEVEL 3

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

- *The teacher says, "I wasn't pleased with the level of engagement of the students."*
- *The teacher's journal indicates several possible lesson improvements.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher's suggestions for improvement draw on an extensive repertoire.

- *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
- *And others...*

DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

4b MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The elements of component 4b are:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.

Noninstructional records

Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

UNSATISFACTORY • LEVEL 1

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

CRITICAL ATTRIBUTES

- There is no system for either instructional or noninstructional records.
- Record-keeping systems are in disarray and provide incorrect or confusing information.

POSSIBLE EXAMPLES

- *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"*
- *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."*
- *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*
- *And others...*

BASIC • LEVEL 2

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

- *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"*
- *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."*
- *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

- The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- The teacher's process for recording noninstructional information is both efficient and effective.

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher's gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*
- *And others...*

DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The elements of component 4c are:

Information about the instructional program

The teacher frequently provides information to families about the instructional program.

Information about individual students

The teacher frequently provides information to families about students' individual progress.

Engagement of families in the instructional program

The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

UNSATISFACTORY • LEVEL 1

The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

CRITICAL ATTRIBUTES

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children’s progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

POSSIBLE EXAMPLES

- *A parent says, “I’d like to know what my kid is working on at school.”*
- *A parent says, “I wish I could know something about my child’s progress before the report card comes out.”*
- *A parent says, “I wonder why we never see any schoolwork come home.”*
- *And others...*

BASIC • LEVEL 2

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

- School- or district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher’s communications are inappropriate to families’ cultural norms.

- *A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.”*
- *A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.”*
- *The teacher sends home weekly quizzes for parent or guardian signature.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- Most of the teacher's communications are appropriate to families' cultural norms.

- *The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher's communications are highly sensitive to families' cultural norms.

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family's use of plastics.*
- *And others...*

DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of component 4d are:

Relationships with colleagues

Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

UNSATISFACTORY • LEVEL 1

The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

CRITICAL ATTRIBUTES

- The teacher’s relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

POSSIBLE EXAMPLES

- *The teacher doesn’t share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend PLC meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, “I work from 8:30 to 3:30 and not a minute more. I won’t serve on any district committee unless they get me a substitute to cover my class.”*
- *And others...*

BASIC • LEVEL 2

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends PLC meetings only when reminded by her supervisor.*
- *The principal says, “I wish I didn’t have to ask the teacher to ‘volunteer’ every time we need someone to chaperone the dance.”*
- *The teacher contributes to the district literacy committee only when requested to do so by the principal.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

- *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
- *And others...*

DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

4e GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The elements of component 4e are:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

UNSATISFACTORY • LEVEL 1

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

CRITICAL ATTRIBUTES

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

POSSIBLE EXAMPLES

- *The teacher never takes continuing education courses, even though the credits would increase his salary.*
- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*
- *And others...*

BASIC • LEVEL 2

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

- *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

- *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.*
- *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

- *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*
- *And others...*

DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of component 4f are:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and district regulations

Teachers adhere to policies and established procedures.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

UNSATISFACTORY • LEVEL 1

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.*
- *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.*
- *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.*
- *And others...*

BASIC • LEVEL 2

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

- *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.*
- *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion."*
- *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

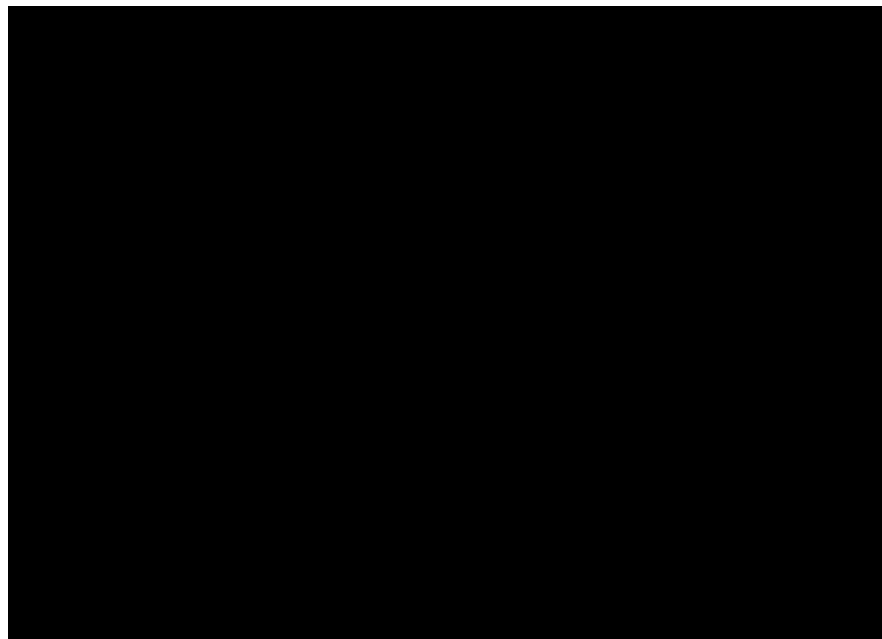
- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.*
- *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.*
- *And others...*



ASSESSMENT STRATEGY

2018 - 2019



Public Prep is committed to providing all students with equitable and effective learning opportunities. We believe that all students learn differently, and thus utilize various assessments to provide a continuum of accelerations and interventions to meet students where they are and to help them achieve. We use an evidence-based, tiered framework of support to ensure positive educational, socio-emotional, and behavioral outcomes for all students.

A multi-tiered system of supports (MTSS) is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005).

Our MTSS framework aims for successful outcomes for all students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated

academic, behavioral, and social-emotional instruction. Our assessment strategy is integral to this work.

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1. Guiding Principles

- **Triangulation** - No single assessment can convey a complete picture of a student, school, or educator. Only by triangulating multiple types of data (both qualitative *and* quantitative) can we truly gain understanding. This also includes triangulating measures of student growth and absolute proficiency.
- **People Come First** - Decisions are made by people, not by algorithms alone. The goal of our data systems is to give educators, families, and students information that can help them make better decisions, not to take decision-making out of their hands.
- **Emphasize Student Thinking and Work** - Our interim assessments, end-of-unit assessments and data analysis should include a healthy balance of open-ended student work and more easily quantifiable data like multiple choice questions, with a particular focus on open-ended questions prior to January.
- **Mindset of Trust, Feedback, and Growth** - We share our results with one another, knowing that transparency and feedback help us improve. When we review data from our peers, we offer assistance and feedback, not judgement.
- **Data Transparency** - All staff will have the skills, tools, and mindset to access and understand data related to our organization-wide and school-wide goals. Making data transparent promotes student achievement by allowing us to highlight best practices and direct support to students, teachers, and schools that need it. This also includes making our data tools as user-friendly and flexible as possible.

References and research that informed these guiding principles can be found in Section 10 of this plan.

2. Network-Wide Assessments

Assessment	Format	Who	When	How is the Data Used
NWEA MAP Growth	Online (individualized, computer adaptive)	All students K-8	September, January, May	-Measuring student growth -Assessing college readiness -Assigning reading groups and interventions -Assigning math groups and interventions -Predicting NYS Exam results
Teaching Strategies GOLD	Teacher-student 1:1 conference; observation	All PrePrep students	September, January, May	-Measuring student growth -Informing and adjusting instruction
STEP Purple/ Yellow: STEP Pre-12 Gray/ Burgundy: STEP 13-21	Teacher-student 1:1 conference	All students in PrePrep through Grade 6 (LES) & Grade 7 (BX)	September/October, December, May (additional progress monitoring for select students in February/March)	-Measuring student developmental literacy achievement -Measuring student growth -Assigning reading groups and interventions -Informing and adjusting instruction
Mock State Test (ELA & Math)	Multiple choice and open response	All students in Grades 3-8	ELA: January 14-15 Math: January 23-24	-Evaluating standards mastery over time -Informing and adjusting instruction, including re-teaching of specific skills
ELA Interim Assessments	Released NYS Items	All students in Grades 2-8	September 11 October 30 March 12 June 4	-Measuring student growth -Preparation for NY State Test and NWEA MAP -Evaluating standards mastery over time
Math Bi-weekly Quizzes		All students in Grades 3-8	October 11 October 25 November 8 November 29 December 20 February 14 March 7	
Math Progress Monitoring Quizzes		All students in Grades K-2	November 1 January 31 April 18	-Monitoring student progress towards EOY goals and proficiency on major CCSS cluster standards -Informing and adjusting instruction, including re-teaching of specific skills

*All network-wide assessments will be uploaded into Illuminate and other online platforms like steptool.org to support analysis and data transparency.

Benchmarks

Interim Assessments (ELA), Mock State Tests and Bi-weekly Quizzes (Math)

Elementary assessments use the same benchmarks as the New York State test.

Elementary School Benchmarks			
Level 1 Below Proficiency	Level 2 Approaching Proficiency	Level 3 Proficient	Level 4 Exceeding Proficiency

Student performance on the Public Prep elementary benchmarks should align with student performance on the NYS test benchmarks. In other words, a student who consistently earns a Level 3 on the aligned benchmarks should also earn a Level 3 on the NYS test.

Middle school unit tests use percentage-based benchmarks that map to approximate performance benchmarks on the New York State Test.

Middle School Benchmarks				
0-65% F Below Proficiency	65-69% D Approaching Proficiency	70-79% C Approaching Proficiency	80-89% B Proficient	90 - 100% A Exceeding Proficiency

Student performance on the Public Prep middle school benchmarks should align with student performance on the NYS test benchmarks. In other words, a student who consistently scores between 80 and 89 on Unit Tests should also earn a Level 3 on the NYS test.

Network wide assessment benchmarks are derived based on an empirical analysis of the percentage of points students need to earn on the NYS test in order to achieve proficiency. After each year of NYS testing, the PPN Academic Team may revise the assessment benchmarks to improve alignment to the previous year's NYS test.

Overall IA (ELA) & Bi-Weekly Quiz (Math) Benchmarks			
0-44% Below Proficiency	45-64% Approaching Proficiency	65-84% Proficient	85-100% Exceeding Proficiency

ELA/Math Short Response Benchmarks		
Level 0 Below Proficiency	Level 1 Approaching Proficiency	Level 2 Proficient

ELA/Math Extended Response Benchmarks			
Level 1 Below Proficiency	Level 2 Approaching Proficiency	Level 3 Proficient	Level 4 Exceeding Proficiency

NWEA MAP Growth

MAP Growth is a computer adaptive test created by NWEA our students take three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student’s academic growth over time. MAP Growth dynamically adjusts to each student’s performance and creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. MAP benchmarks are derived based on an empirical analysis of the scores that have best correlated with NYS test proficiency in the past. After each year of NYS testing, the Public Prep Academic Team may revise the NWEA MAP benchmarks to improve alignment to the previous year’s NYS test.

MAP Growth Benchmarks (Reading and Math)			
1st-29th percentile Below Proficiency	30th-64th percentile Approaching Proficiency	65th-80th percentile Proficient	81st-99th percentile Exceeding Proficiency

RIT Score

A RIT score is an estimation of a student's instructional level and measures student progress or growth in school. It's a continuous scale that allows teachers to highlight academic growth from year to year. The RIT (Rasch Unit) scale is a stable, equal-interval scale. Equal-interval means that a change of 10 RIT points indicates the same thing regardless of whether a student is at the top, bottom, or middle of the scale, and a RIT score has the same meaning regardless of grade level or age of the student. You can compare scores over time to tell how much growth a student has made.

MAP Growth serves as a universal screener. Students who are identified as not meeting benchmarks based on MAP RIT scores undergo additional screening for placement into Read 180, System 44 and Math 180 using the Reading Inventory and Math Inventory respectively.

Reading Inventory and Math Inventory

The Reading Inventory is a research-based, adaptive student assessment program that measures reading skills and longitudinal progress from Kindergarten through college readiness. It is used as the screener for Tier 2 and 3 placement in the System 44 or Read 180 programs for grades 4 - 8. Students are selected for the Reading Inventory based on Spring MAP scores.

The Reading Inventory measures reading growth on the Lexile Framework for Reading — a scientifically proven tool that measures both a reader's ability and difficulty of the text at the same time. Growth in the Tier 2 and 3 programs is measured by Lexile. The Reading Inventory is administered four times a year to students that are placed in System 44 or Read 180. (HMH). *The Reading Inventory is currently administered at Girls Prep Lower East Side Middle, Girls Prep Bronx Middle, and Boys Prep Elementary.*

The Math Inventory is a research-based, adaptive math assessment that measures math abilities and longitudinal progress from Kindergarten through Algebra II. The Math Inventory serves as the screener for placement into Math 180. *The Math Inventory is currently administered at Girls Prep Lower East Side Middle School and Boys Prep Elementary School.*

STEP (click [here](#) for infographic)

STEP is a research-based formative assessment, data management, and professional development system that has been proven to significantly improve student achievement in literacy. STEP assesses children's literacy skills, provides key data to educators, and trains teachers how to interpret that data in a way that moves children reliably through a 21-level system toward reading proficiency. Each STEP tool aligns with scientifically-established milestones in reading development. Teachers assess students 3-4 times throughout the year

and receive real-time data for targeted instruction and school administrators gain critical, timely, actionable insight into a school’s literacy performance.

Interim Assessments & Bi-Weekly Quizzes

Schools use aligned test prep materials in ELA and Math. To best prepare our students for the exams, ‘regular’ instruction will transition to a test prep unit approximately one month in advance of the test. Test prep instruction will concentrate on both the core/high frequency standards likely to appear on the test but will also include explicit instruction on test-taking habits/procedures.

ELA Interim Assessment Overview				
Assessment	Date	Content	Passages	Questions
IA #1	9/11/18	RI, RL, MC, SR	3	12-14 MC; 2 SR
IA #2	10/30/18	RI, RL, MC, SR	3	12-14 MC; 2 SR
IA #3: Mock State Test	1/14/19- 1/15/19	RI, RL, MC, SR, ER	7-8	Day 1: 28-35 MC Day 2: 6-7 SR; 1 ER
Test Prep Unit	2/4/19- 4/1/19	RI, RL, MC, SR, ER	1-5/day	TBD; daily MC and OR
IA #4	3/12/19	RI, RL, MC, SR	3	12-14 MC; 2 SR
IA #5	6/4/19	RI, RL, MC, SR	3	12-14 MC; 2 SR

Key:

- RI = Reading of Informational Texts
- RL = Reading of Literature
- MC = Multiple Choice
- SR = Short Response
- ER = Extended Responses

Math Bi-Weekly Quiz Overview			
Assessment	Date	Content	Questions
Weekly Quiz #1	October 11	Per PPN ES Scope and Sequence for Grades 3&4 , and per PPN Calendar of Objectives for Grades 5-8 .	Multiple Choice and Constructed Response
Weekly Quiz #2	October 25		
Weekly Quiz #3	November 8		
Weekly Quiz #4	November 29		
Weekly Quiz #5	December 20		
Mock State Test	January 23 & 24		
Weekly Quiz #6	February 14		
Weekly Quiz #7	March 7		
Math Spring Review	March 11 - April 29		

3. Data Inquiry

Data inquiry is a process through which teachers and instructional leaders work together in teams to make sense of student learning outcomes, generate solutions, and monitor their effects. Data inquiry ensures that data are used continuously and collaboratively to improve teaching and learning throughout our schools and network. Public Prep employs the Datawise data cycle from Harvard's Graduate School of Education for looking at network-wide, larger data sets, and the Data Driven Instruction cycle (Bambrick-Santoyo) for grade team and department-level work.

Embedded within these data inquiry cycle are several implicit assumptions about the instructional use of data:

- Assessments of student learning allow us to observe and measure our progress towards achieving our mission of putting students on a predictive path to college completion.
- The root causes of our students' academic outcomes - both strong and not-yet-strong-lays in the professional practice of educators.
- Our actions have the ability to move students' academic performance in ways that we can measure in both the short and long-term.

Teaming Structures

Because we deeply believe in each and every one of our students, adults at Public Prep have high expectations of themselves, their colleagues, and of the children in our schools. As a network, we value the power of collaboration within and across campuses, and prioritize teaming as a key component of the [Public Prep Vision for Adult Learning](#).

Our [Teaming Structures](#) document serves to communicate the purpose and frequency of cross-network and school-based teams who work in concert to achieve our North Star of College Completion. In most cases, school-based structures mirror those at the home office, with the understanding that individual needs may differ based on roles and progress towards goals. All team members are expected to utilize teaming structures in service of strong outcomes towards each point of the North Star.

Professional Development

Adult learners at Public Prep approach every opportunity with one another as a chance to learn actively, cultivate a growth mindset, practice humility and develop data-driven decision making skills. We intellectually prepare and practice, utilizing feedback cycles as a means to continuously improve. Our organization is comprised of professionals who are passionate about

learning, thus we strive to create differentiated professional learning pathways for the individuals in our care. The commitment we have made to putting students first obligates us to provide ourselves, as adult learners, with opportunities to develop as educators, to build our capacity as leaders, and to collaborate with our peers to broaden our instructional perspective. Research shows that a strong focus on adult learning will increase student achievement and enhance the experiences of our students (Guskey, 1999; Pankake, 2006; Wagner, 2007).

Using data to inform and adjust instruction is a central element of good teaching. Its importance is exemplified by its prominent position within the Danielson Framework which serves as both an adult learning tool and an evaluation rubric at PPN. Accordingly, as the instructional leader of their respective buildings, principals are accountable for ensuring that teachers are using data effectively to plan and deliver high quality instruction. In turn, the Superintendent, Assistant Superintendent and Chief Learning Officer (CLO) will support principals, both through direct coaching and professional development and by helping principals to design and deliver professional development to staff where appropriate.

4. Writing

PPN students begin the year by focusing on the writing process and fostering a LOVE of writing. Following the philosophy of Lucy Caulkins and Teachers College Readers and Writers Workshop, PPN teachers use their own writing to directly teach and model the tactics of great writers. Students then work independently and apply the tactics of great writers. We get to know our students as writers and coach them to become better writers during this focused time. Students discuss their work with partners and as a whole class to continuously improve their work and share in the joy of writing. PPN teachers engage students in using and noticing tactics for understanding the big ideas. The critical 5 tactics below are front and center in planning and instruction for writing.

Great writers, and teachers of writing, focus on five key tactics every time they write:

1. **Great writers always have a strong, key idea.** They always have an idea they want to convey before putting pencil to paper.
2. **Great writers always include evidence that develops, supports, or proves their idea.** They know an idea isn't enough—they must convince their readers.
3. **Great writers always organize their writing so that it's simple, clear, and avoids redundancy.** They understand that to make a point, quality is better than quantity.
4. **Great writers always reread their writing and make it better by revising.** They get rid of everything that isn't doing something useful.
5. **Great writers always check that their grammar, punctuation, and spelling are correct.** They know that great writing will be ignored if it is riddled with errors.

Extended Response

All schools utilize Common Core-aligned writing rubrics for opinion/argument, informational, narrative, and short response writing. Here is the [PPN ELA Extended Response \(Essay\) Rubric](#). In some cases, these rubrics may be modified by the PPN Academic Team in two specific ways:

1. To better align with the content of the unit. For example, the phrase “Responds with all statements related to the prompt” in a rubric might be replaced with “Responds with all statements related to who is the biggest villain in the story Rumpelstiltskin.”
2. To clarify how expectations may be adjusted given the time of year. For example, a piece of writing that does not use commas to separate single words in a series may earn a 3 under “Language and Conventions” on the 1st Grade rubric if the assessment is administered in October before that content is taught.

However, modifications to the content of the rubrics are the exception rather than the rule. In most cases, the rubric itself will stay the same, but expectations will be scaffolded based on adjustments to the text and/or task to align with the expectations for each point in the year.

Short Response

The Common-Core aligned rubric below (created by the Lavinia Group) will be used to score short-response questions in Grades 2-8. This rubric equates proficiency with a score of 2.

Score	Short Response Rubric Requirements
2	<ul style="list-style-type: none"> · Answers all parts of the question with a valid inference or claim · Includes the best evidence – compelling and specific · Includes insightful explanation of evidence · Is organized and logical · Grammar and conventions are correct
1	<ul style="list-style-type: none"> · Answers some parts of the question · Mostly recalls literal events or details from the text · Includes some compelling evidence, but not the best evidence · Attempts to explain evidence, but explanation is not clear · Is somewhat organized and logical · Grammar and conventions are mostly correct
0	<ul style="list-style-type: none"> · Does not answer the question correctly or is incomplete · Is not organized · Contains several grammatical errors

5. Entry Assessment Policy

Public Prep accepts transfer students in response to any year-to-year attrition. Students are offered a seat at a Public Prep school in April, at the conclusion of our lottery. These offers are final and irrevocable, regardless of a student's academic performance. In order to ensure that all students are set up for success on their academic career, newly admitted students will take a series of assessments in order to ensure they are placed in the grade that best supports their learning.

In the orientation in May or early June, newly admitted students in grades 2 - 5 will take the Reading MAP Growth. To be placed in the grade the student applied for, a score above the 25th percentile must be achieved.

Principals and network staff use this assessment data, as well as a student's IEP status, whether they've been retained in the past, and school-wide enrollment patterns to decide whether to place a student in one of the three following paths:

- Placement in next grade.
- Placement in next grade, with additional interventions and supports.
- Placement in a more appropriate grade (lower or higher).

A student will only be moved to another grade if:

- The principal deems that s/he would be best supported academically in that grade.
- The principal deems that there is sufficient space in the grade s/he would be moved into. This could include an acceptable level of over-enrollment, at principal's discretion.
- There is no waitlist in the grade s/he would be moved into.

For questions regarding placement in Grade 4 vs. 5 at GPLES or Grade 5 vs. 6 at GPBX, principals of the elementary and middle school campuses will collaborate with network staff to make a decision about the most supportive placement.

Schools will follow the same procedure for mid-year enrollment.

Family-Facing Language

When accepted, all students in Grades 2-5 will complete an academic assessment. Results of that assessment, along with a student's academic history, will be used to determine the most appropriate grade placement. In some cases, this may be one grade lower or higher than the grade that student would have joined in his or her previous school. The goal of this adjustment would be to maximize that student's learning.

6. Communication to Families

It is essential that families be enlisted as partners and allies in their children's growth. All parents receive formal written communication regarding their student's academic progress at six points in the year: three times for progress reports and three times for report cards. In addition, family-teacher conferences are held at the time of the first and second report cards in order to provide teachers, families, and students a chance to meet, reflect on the data, and build collaborative plans to improve their learning in the future.

Report Cards

Elementary school report cards are standards-based. For each standard, students earn a Grade from 1 to 4, with 1 representing "Below Proficiency" and 4 representing "Exceeding Proficiency." Students also receive grades for the Core Values, and teachers write individualized comments about each student's strengths and areas for growth. Report card grades represent a triangulation of data from across multiple formal and informal assessments.

Middle school report cards are percentage-based. For each content area, students earn a Grade from 0 to 100%, corresponding to letter grades according to a fixed scale. Teachers write individualized comments about each student's strengths and areas for growth. Report card grades represent a triangulation of data from across multiple formal and informal assessments.

Progress Reports

Progress reports contain updates on each student's attendance, academic progress, demonstration of the core values, and academic achievement on key assessments such as the STEP assessment and NWEA MAP Growth. Academic progress is reported on the same 1-4 scale as report cards, while the core value areas are reported using four indicators: *Consistently demonstrates*, *Usually demonstrates*, *Sometimes demonstrates*, *Rarely demonstrates*. Progress reports are disseminated to families at the mid-trimester point.

Ongoing Communication

The formal communications listed above are supplemented by ongoing communication throughout the year. Teachers are expected to be in regular contact with families to discuss growth, progress, highlights, and areas in need of improvement. Families are always welcome to schedule one-on-one meetings with teachers, and teachers will regularly contact families to schedule meetings to discuss specific issues. Middle school families also have access to teachers' gradebooks via online portals where they can see evidence of their students' work in real-time.

7. References

The following sources informed the creation of this document:

1. Bambrick-Santoyo, Paul, "Driven by Data: A Practical Guide to Improve Instruction." Jossey-Bass. 2010
2. Bambrick-Santoyo, Paul, "Leverage Leadership: A Practical Guide to Building Exceptional Schools." Jossey-Bass. 2010
3. Boudett, Kathryn Parker; City, Elizabeth A.; Murnane, Richard J., "Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning." Harvard Education Press. 2005
4. Calkins, Lucy and Robb, Audra Kirshbaum, "Writing Pathways: Performance Assessments and Learning Progressions." Heinemann, Portsmouth, NH, 2014
5. Kaplan, Robert S. and Norton, David P. "Use the Balanced Scorecard as a Strategic Management System." Harvard Business Review. 2005
6. Kaplan, Robert S. "The Balanced Scorecard and Nonprofit Organizations." Harvard Business School Publishing. 2012
7. Love, Nancy, "Using Data to Improve Learning for All: A Collaborative Inquiry Approach." Corwin Press; TERC. 2009
8. Marshall, Kim, "Interim Assessments: Keys to Successful Implementation." Interim Assessment Project; New Leaders for New Schools. Revised April 14, 2006
9. Marshall, Kim, "Interim Assessments: A User's Guide." Phi Delta Kappan, September 2008
10. McTighe, Jay and O'Connor, Ken, "Seven Practices for Effective Learning." Educational Leadership. November 2005. November 2005 | Volume 63 | Number 3
11. Wiggins G., and McTighe, J. (2005). Chapter 1. Backward design, Chapter 2. Understanding Understanding, Chapter 3. Gaining clarity on our goals. In Understanding by design (pp.13-81). Alexandria, VA: Association for the Supervision and Curriculum Development.

The tools and systems of Uncommon Schools, Success Academy Charter Schools, Achievement First, and The Lavinia Group also informed the creation of this document.

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Unit	Session	Unit-Session	Week	Day of Week	Date	Objective	Student Focus	Focus for Teacher	CGI	Spiral Focus
Unit 1	1.1	Unit 1 - 1.1	1	1	10-Sep	SWBA understand the relationship between numbers and quantities connect counting to cardinality by identifying 'how many?'	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	
Unit 1	1.2	Unit 1 - 1.2	1	2	11-Sep	SWBA understand the relationship between numbers and quantities connect counting to cardinality through routine	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	
Unit 1	1.3	Unit 1 - 1.3	1	3	12-Sep	SWBA understand how each successive number name refers to a quantity that is one larger analyze and compare shapes	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	
Unit 1	1.5	Unit 1 - 1.5	1	4	13-Sep	SWBA develop 1:1 correspondence through routine and representation	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	
Unit 1	2.1	Unit 1 - 2.1	1	5	14-Sep	SWBA count objects in a jar then make an equivalent set connect counting to cardinality	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities
Unit 1	2.4	Unit 1-2.4	2	1	17-Sep	SWBA count objects and identify one common attribute	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities
Unit 1	2.5	Unit 1 - 2.5	2	2	18-Sep	SWBA count and compare quantities	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying
Unit 1	3.1	Unit 1 - 3.1	2	3	19-Sep	SWBA count in sequence within 30	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying
Unit 1	3.2	Unit 1 - 3.2	2	4	20-Sep	SWBA write numbers from 0-20 count in sequence within 100	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying
Unit 1		Unit 1 -	2	5	21-Sep	Flex Day				
Unit 1	3.3	Unit 1 - 3.3	3	1	24-Sep	SWBA count and represent quantities within 20 use attributes to sort people and objects	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying

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Unit 1	3 4	Unit 1 - 3 4	3	2	25-Sep	SWBA count and represent quantities within 20 use attributes to sort people and objects	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying
Unit 1	3 5	Unit 1 - 3 5	3	3	26-Sep	SWBA count make and represent quantities within 20 use attributes to sort people and objects	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying
Unit 1	3 6	Unit 1 - 3 6	3	4	27-Sep	SWBA count make and represent quantities within 20 use attributes to sort people and objects	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying
Unit 1	Investigation 2	Unit 1 - investigation 2	3	5	28-Sep	Incorporated through sessions above			Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying
Unit 1	Investigation 3	Unit 1 - investigation 3	3	5	28-Sep	Incorporated through sessions above			Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying
Unit 1	Investigation 1	Unit 1 - investigation 1	3	5	28-Sep	Incorporated through sessions above			Comprehension o counting sorting and classifying strategies using Counting Jar routines and 'Counting Collections'	Counting and Representing Quantities Sorting and Classifying
Unit 2*	1 1	Unit 2* - 1 1	4	1	1-Oct	SWBA count represent and record quantities up to 6	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Counting and Representing Quantities Sorting and Classifying
Unit 2*	1 2	Unit 2* - 1 2	4	2	2-Oct	SWBA count and represent quantities within 20	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	Counting and Representing Quantities Sorting and Classifying
Unit 2*	1 3	Unit 2* - 1 3	4	3	3-Oct	SWBA count and represent quantities within 20	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Counting and Representing Quantities Sorting and Classifying
Unit 2*	1 4	Unit 2* - 1 4	4	4	4-Oct	SWBA count and represent quantities within 20	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	Counting and Representing Quantities Sorting and Classifying
Unit 2*	1 5	Unit 2* - 1 5	4	5	5-Oct	SWBA count represent and record quantities up to 12	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Counting and Representing Quantities Sorting and Classifying
Unit 2 *		Unit 2*	5	1	8-Oct	Indigenous People's Day				

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Unit 2*	1 6	Unit 2* - 1 6	5	2	9-Oct	SWBA count represent and record quantities up to 12 determine the order and sequence o numbers when counting	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Counting and Representing Quantities Sorting and Classi ying
Unit 2*	1 7	Unit 2* - 1 7	5	3	10-Oct	SWBA use objects numbers and pictures to represent quantities	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using subtraction	Counting and Representing Quantities Sorting and Classi ying
Unit 2*	1 8	Unit 2* - 1 8	5	4	11-Oct	SWBA count and create equivalent sets within 20	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using subtraction within 10	Counting and Representing Quantities Sorting and Classi ying
Unit 2 *		Unit 2 *	5	5	12-Oct	Flex Day				
Unit 2*	1 9	Unit 2* - 1 9	6	1	15-Oct	SWBA count represent and record quantities up to 12 use objects numbers and pictures to represent quantities	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Counting and Representing Quantities Sorting and Classi ying
Unit 2*	2 1	Unit 2* - 2 1	6	2	16-Oct	SWBA compare two objects and determine which is longer	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Counting and Representing Quantities Sorting and Classi ying
Unit 2*	2 2	Unit 2* - 2 2	6	3	17-Oct	SWBA compare two objects and determine which is longer use language to describe and compare lengths	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - story problems using subtraction within 15	Counting and Representing Quantities Sorting and Classi ying
Unit 2*	2 3	Unit 2* - 2 3	6	4	18-Oct	SWBA compare two objects and determine which is longer use language to describe and compare lengths	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - story problems using subtraction within 15	Counting and Representing Quantities Sorting and Classi ying
Unit 2*	2 4	Unit 2* - 2 4	6	5	19-Oct	SWBA compare two objects and determine which is longer using cubes decompose numbers within 10 into pairs	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Counting and Representing Quantities Sorting and Classi ying
Unit 2*	2 4	Unit 2* - 2 4	7	1	22-Oct	SWBA compare two objects and determine which is longer using cubes decompose numbers within 10 into pairs	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Counting and Representing Quantities Sorting and Classi ying
Unit 2*	2 6	Unit 2* - 2 6	7	2	23-Oct	SWBA count and compare lengths and quantities within 10	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - story problems using subtraction within 15	Counting and Representing Quantities Sorting and Classi ying
Unit 2*	2 7	Unit 2* - 2 7	7	3	24-Oct	SWBA denti y whether number o objects in one group is greater than less than or equal to the number o objects in another group	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - story problems using subtraction within 15	Counting and Representing Quantities Sorting and Classi ying

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Unit 2*	2 8	Unit 2* - 2 8	7	4	25-Oct	SWBA identify whether number of objects in one group is greater than less than or equal to the number of objects in another group using cubes	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Counting and Representing Quantities Sorting and Classifying
Unit 2*	2 9	Unit 2* - 2 9	7	5	26-Oct	SWBA compare lengths sort by longer/shorter	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	Counting and Representing Quantities Sorting and Classifying
Unit 2*	2 11	Unit 2* - 2 11	8	1	29-Oct	SWBA count compare and order quantities	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - story problems using subtraction within 10	Counting and Representing Quantities Sorting and Classifying
Unit 2*		Unit 2* -	8	2	30-Oct	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			NO Spiral Review Continue to allow CG calendar	
Unit 2*	CR 1 4	Unit 2* - CR 1 4	8	2	30-Oct	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 2*	CR 1 8	Unit 2* - CR 1 8	8	2	30-Oct	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 2*	CR 1 10	Unit 2* - CR 1 10	8	3	31-Oct	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			More or Less - story problems using subtraction within 10	
Unit 2*	CR 2 4	Unit 2* - CR 2 4	8	3	31-Oct	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 2*	CR 2 9	Unit 2* - CR 2 9	8	4	1-Nov	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			NO Spiral Review Continue to allow CG calendar	

Unit 2*	CR 2 10	Unit 2* - CR 2 10	8	4	1-Nov	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 2*	Investigation 1	Unit 2* - Investigation 1	8	5	2-Nov	Incorporated through sessions above			More or Less - story problems using subtraction within 10	
Unit 2*	Investigation 2	Unit 2* - Investigation 2	8	5	2-Nov	Incorporated through sessions above				
Unit 3	1 1	Unit 3 - 1 1	20	3	Feb 13	SWBA identify two-dimensional shapes in their environment	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit multi-step story problems using addition	
Unit 3	1 2	Unit 3 - 1 2	20	4	Feb 14	SWBA identify the attributes of circles and rectangles	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit multi-step story problems using addition	
Mid Winter Recess										
Unit 3	1 3	Unit 3 - 1 3	21	1	Feb 25	SWBA identify attributes of triangles and squares create outlines of familiar 2-D shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problems using addition	
	1 4	- 1 4	21	2	Feb 26	SWBA make 2-D shapes and use 2-D shapes (pattern blocks) to make and record pictures and designs	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problems using addition	
Unit 3	1 5	Unit 3 - 1 5	21	3	Feb 27	SWBA compose shapes from other shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit multi-step story problems using addition	
Unit 3	2 1	Unit 3 - 2 1	21	4	Feb 28	SWBA make 2-D shapes and then use those shapes to make pictures and designs	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit multi-step story problems using addition	
Unit 3	2 2	Unit 3 - 2 2	21	5	March 1	SWBA use pattern blocks to fill shape puzzles and combine shapes to make pictures and designs	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi-step story problems using subtraction	
Unit 3		Unit 3 -	22	1	March 4	Flex Day				
Unit 3	2 4	Unit 3 - 2 4	22	2	March 5	SWBA use pattern blocks to fill shape puzzles and combine shapes to make pictures and designs	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	

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Unit 3	2 5	Unit 3 - 2 5	22	3	March 6	SWBA determine the different ways to make hexagons	Geometry	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using repeated addition	
Unit 3	2 6	Unit 3 - 2 6	22	4	March 7	SWBA construct 2-D shapes and combine shapes to ill hexagons	Geometry	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using repeated addition	
Unit 3	2 7	Unit 3 - 2 7	22	5	March 8	SWBA combine smaller shapes to compose a larger shape	Geometry	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 3	CR 1 2	Unit 3 - CR 1 2	23	1	March 11	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 3	CR 1 5	Unit 3 - CR 1 5	23	1	March 11	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 3	CR 2 3	Unit 3 - CR 2 3	22	1	March 11	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 3	CR 2 4	Unit 3 - CR 2 4	22	1	March 11	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 3	CR 2 5	Unit 3 - CR 2 5	22	1	March 11	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 3	CR 2 5	Unit 3 - CR 2 5	23	2	March 12	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			More or Less - 1 and 2-digit story problems using subtraction	
Unit 3	CR 2 6	Unit 3 - CR 2 6	23	2	March 12	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				

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Unit 3	CR 2 7	Unit 3 - CR 2 7	23	2	March 12	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 3	Investigation 2	Unit 3 - Investigation 2	23	2	March 12	Incorporated through sessions above				
Unit 3	CR 1 4	Unit 3 - CR 1 4	23	2	March 12	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 3	CR 2 2	Unit 3 - CR 2 2	23	2	March 12	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 3	Investigation 1	Unit 3 - Investigation 1	23	2	March 12	Incorporated through sessions above				
Unit 4*	1 1	Unit 4* - 1 1	9	1	5-Nov	SWBA measure lengths and develop strategies or measuring	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - story problems using addition	Length and Measurement
Unit 4*			9	2	6-Nov	Election Day				
Unit 4*	1 2	Unit 4* - 1 2	9	3	7-Nov	SWBA measure lengths using cubes	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using addition	Length and Measurement
Unit 4*	1 3	Unit 4* - 1 3	9	4	8-Nov	SWBA measure lengths using sticks	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 -digit story problems using subtraction	Length and Measurement
Unit 4*			9	5	9-Nov	Flex Day				
PBL			10	1	12-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL complete all lesson elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	

PBL			10	2	13-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity o PBL complete all lesson elements s purpose behind elements being met?	More or Less - 1 -digit story problems using subtraction	
PBL			10	3	14-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity o PBL complete all lesson elements s purpose behind elements being met?	More or Less - 1 -digit story problems using repeated subtraction	
PBL			10	4	15-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity o PBL complete all lesson elements s purpose behind elements being met?	More or Less - 1 -digit story problems using repeated subtraction	
PBL			10	5	16-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity o PBL complete all lesson elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated addition	
PBL			11	1	19-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity o PBL complete all lesson elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
PBL			11	2	20-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity o PBL complete all lesson elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	

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PBL			11	3	21-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity o PBL complete all lesson elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	
PBL			11	4	22-Nov	Thanksgiving Break				
PBL			11	5	23-Nov	Thanksgiving Break				
Unit 4*	1 4	Unit 4* - 1 4	12	1	26-Nov	SWBA measure and compare lengths	Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	Length and Measurement
Unit 4*	1 5	Unit 4* - 1 5	12	2	27-Nov	SWBA use cubes and sticks to measure objects and develop strategies for measuring precisely	Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	Length and Measurement
Unit 4*		Unit 4 -	12	3	28-Nov	Flex Day				
Unit 4*	1 6	Unit 4* - 1 6	12	4	29-Nov	SWBA count objects combine small quantities and continue to measure the lengths o objects connect counting to cardinality	Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	Counting and Representing Quantities Length and Measurement
Unit 4*	1 7	Unit 4* - 1 7	12	5	30-Nov	SWBA count and combine pennies up to 15 connect counting to cardinality	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	Counting and Representing Quantities
Unit 4*	1 9	Unit 4* - 1 9	12	1	3-Dec	SWBA combine quantities and determine the total	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using repeated subtraction	Counting and Representing Quantities
Unit 4*	2 1	Unit 4* - 2 1	13	2	4-Dec	SWBA count up from a given number within the known sequence	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using repeated subtraction	Counting and Representing Quantities
Unit 4*	2 2	Unit 4* - 2 2	13	3	5-Dec	SWBA solve story problems by finding the total after a small amount is added	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using subtraction	Counting and Representing Quantities
			13	4	6-Dec	Family Teacher Conference				
Unit 4*	2 3	Unit 4* - 2 3	13	5	7-Dec	SWBA fluently add and subtract within 5	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using repeated addition	One More One Less - Addition and Subtraction within 5

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Unit 4*	2.4	Unit 4* - 2.4	14	1	10-Dec	SWBA count and find the total after a small amount is added or taken away within 5	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using repeated addition	One More One Less - Addition and Subtraction within 5
Unit 4*	2.5	Unit 4* - 2.5	14	2	11-Dec	SWBA solve story problems by counting and finding the total after a small amount is added or taken away	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using repeated subtraction	One More One Less - Addition and Subtraction within 5
Unit 4*	2.6	Unit 4* - 2.6	14	3	12-Dec	SWBA find the total after one is added or taken away	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 4*	2.7	Unit 4* - 2.7	14	4	13-Dec	SWBA changing one quantity into another combine and compare and find the total after one is added or taken away	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
Unit 4*			14	5	14-Dec	Flex Day				
Unit 4*	3.2	Unit 4* - 3.2	15	1	17-Dec	SWBA write and represent numbers and count objects	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 -digit story problems using addition	
Unit 4*	3.3	Unit 4* - 3.3	15	2	18-Dec	SWBA make and describe arrangements o square tiles or the numbers rom 5 through 10	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	
Unit 4*	3.4	Unit 4* - 3.4	15	3	19-Dec	SWBA count objects and represent addition with objects	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 -digit story problems using addition	
Unit 4*	3.5	Unit 4* - 3.5	15	4	20-Dec	SWBA count objects and represent addition with objects	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	
Unit 4*	3.6	Unit 4* - 3.6	15	5	21-Dec	SWBA count objects and represent addition with objects	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 -digit story problems using addition	
Winter Recess										
Unit 4*		Unit 4 -	16	1	7-Jan	Network Wide Day				
Unit 4*	CR 1.10	Unit 4* - CR 1.10	16	2	8-Jan	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			More or Less - single-digit story problems using subtraction	

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Unit 4*	CR 1 4	Unit 4* - CR 1 4	16	2	8-Jan	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 4*	CR 1 7	Unit 4* - CR 1 7	16	2	8-Jan	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 4*	CR 2 3	Unit 4* - CR 2 3	16	2	8-Jan	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 4*	CR 2 6	Unit 4* - CR 2 6	16	2	8-Jan	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 4*	CR 3 2	Unit 4* - CR 3 2	16	2	8-Jan	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 4*	CR 3 6	Unit 4* - CR 3 6	16	2	8-Jan	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 4*	Investigation 2	Unit 4* - Investigation 2	16	3	9-Jan	Incorporated through sessions above			More or Less - single-digit story problems using repeated addition	
Unit 4*	Investigation 3	Unit 4* - Investigation 3	16	3	9-Jan	Incorporated through sessions above				
Unit 4*	CR 1 1	Unit 4* - CR 1 1	16	3	9-Jan	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 4*	Investigation 1	Unit 4* - Investigation 1	16	3	9-Jan	Incorporated through sessions above				
Unit 4*			16	4	10-Jan	Flex Day				
Unit 5	1 1	Unit 5 - 1 1	23	3	13-Mar	SWBA identify features of 3-D shapes and find real-world examples	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	

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Unit 5	1 3	Unit 5 - 1 3	23	4	14-Mar	SWBA use cubes to build a replica of a given 3D structure	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 5	1 4	Unit 5 - 1 4	23	5	15-Mar	SWBA use clay create 3-D shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 5	1 5	Unit 5 - 1 5	24	1	18-Mar	SWBA construct 3D shapes and examine 2D faces of 3D shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 5	1 6	Unit 5 - 1 6	24	2	19-Mar	SWBA combine two or more blocks to build a larger 3D shape	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 5	1 7	Unit 5 - 1 7	24	3	20-Mar	SWBA identify attributes of cubes connect cubes to compose 3D shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 5				4	21-Mar	Family Conferences NO CLASSES				
Unit 5				5	22-Mar	Network Wide Day				
Unit 5				1	25-Mar	Flex Day				
Unit 5	1 8	Unit 5 - 1 8	24	2	26-Mar	SWBA compare attributes of a cube and a rectangular prism focusing specifically on the number and shape of the faces	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 5	1 9	Unit 5 - 1 9	25	3	March 27	SWBA construct 3D shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problem using addition	
Unit 5	CR 1 10	Unit 5 - CR 1 10	25	4	28-Mar	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			More or Less - 2-digit equal shares story problem using addition	
Unit 5	CR 1 6	Unit 5 - CR 1 6	25	4	28-Mar	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 5	investigation 1	Unit 5 - investigation 1	25	5	March 29	incorporated through sessions above				
Updated till March 29										

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Unit 6	1.2	Unit 6 - 1.2	16	5	11-Jan	SWBA count in sequence and count from numbers other than 1	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using repeated addition	
Unit 6	1.3	Unit 6 - 1.3	17	1	14-Jan	SWBA count up to 20 tiles and identify 'How Many?'	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using repeated subtraction	
Unit 6	1.4	Unit 6 - 1.4	17	2	15-Jan	SWBA determine how many o each and count the total number and make a representation o results	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 6	1.5	Unit 6 - 1.5	17	3	16-Jan	SWBA develop strategies or accurate counting to 20	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
Unit 6	1.6	Unit 6 - 1.6	17	4	17-Jan	SWBA develop strategies or accurate counting to 20	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using repeated subtraction	
Unit 6	2.1	Unit 6 - 2.1	17	5	18-Jan	SWBA determine how many using dot cubes	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 6			18	1	21-Jan	Dr. Martin Luther King Jr. Day				
Unit 6	2.2	Unit 6 - 2.2	18	2	22-Jan	SWBA count combine and compare numbers up to 10	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal share story problems using addition	
Unit 6	2.3	Unit 6 - 2.3	18	3	23-Jan	SWBA use cubes to represent addition and subtraction story problems	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal share story problems using addition	
Unit 6	2.5	Unit 6 - 2.5	18	4	24-Jan	SWBA use cubes to represent addition and subtraction story problems	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
Unit 6	2.6	Unit 6 - 2.6	18	5	25-Jan	SWBA combine compare and subtract small amounts	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
Unit 6	2.7	Unit 6 - 2.7	19	1	28-Jan	SWBA combine compare and subtract small amounts solve a story problem and create a representation	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using repeated addition	

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Unit 6	2 8	Unit 6 - 2 8	19	2	29-Jan	SWBA combine compare and subtract small amounts solve a story problem and create a representation	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using repeated addition	
Unit 6			19	3	30-Jan	Flex Day				
Unit 6	3 1	Unit 6 - 3 1	19	4	31-Jan	SWBA determine one or more possible combinations to make 5	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
Unit 6	3 2	Unit 6 - 3 2	19	5	1-Feb	SWBA determine one or more possible combinations to make 6	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
Unit 6	3 3	Unit 6 - 3 3	20	1	4-Feb	SWBA determine one or more possible combinations to make 6	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated addition/subtraction	
Unit 6	3 4	Unit 6 - 3 4	20	2	5-Feb	SWBA ind combinations with 6 in all	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated addition/subtraction	
Unit 6	3 5	Unit 6 - 3 5	20	3	6-Feb	SWBA decompose numbers to 6 count 20 objects write numbers to 10 solve addition problems and generate combinations o 10	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	
Unit 6	3 6	Unit 6 - 3 6	20	4	7-Feb	SWBA make numbers to 6 count 20 objects write numbers to 10 solve addition problems and generate combinations o 10	Numbers and Operations	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	
Unit 6		Unit 6 -	19	5	8-Feb	Flex Day				
Unit 6	CR 1 4	Unit 6 - CR 1 4	19	1	11-Feb	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			More or Less - 1 and 2-digit story problems using repeated addition/subtraction	
Unit 6	CR 2 4	Unit 6 - CR 2 4	19	1	11-Feb	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 6	investigati on 2	Unit 6 - investigation 2	20	2	12-Feb	ncorporated through sessions above			More or Less - 1 and 2-digit story problems using repeated addition/subtraction	
Unit 6	investigati on 3	Unit 6 - investigation 3	20	2	12-Feb	ncorporated through sessions above				

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Unit 6	investigation 1	Unit 6 - investigation 1	20	2	12-Feb	incorporated through sessions above				
Unit 7	1 1	Unit 7 - 1 1	35	1	21-May	SWBA sort and classify objects by attributes	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal share story problems using addition	
Unit 7	1 2	Unit 7 - 1 2	35	2	22-May	SWBA sort and classify objects by attributes then find total	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal share story problems using addition	
Unit 7	1 3	Unit 7 - 1 3	35	3	23-May	SWBA identify and compare attributes	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	
Unit 7	2 1	Unit 7 - 2 1	35	4	24-May	SWBA develop survey questions and collect and record responses	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	
Unit 7		Unit 7 -	35	5	25-May	Flex Day				
Unit 7	2 2	Unit 7 - 2 2	36	1	28-May	SWBA collect data match objects by attribute count sort and order	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
Unit 7	2 3	Unit 7 - 2 3	36	2	29-May	SWBA collect survey data and share results	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
Unit 7	3 1	Unit 7 - 3 1	36	3	30-May	SWBA collect represent and compare data	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less -2-digit story problems using addition	
Unit 7	3 2	Unit 7 - 3 2	36	4	31-May	SWBA count selected attributes and record data share results o survey question	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less -2-digit story problems using addition	
Unit 7	3 3	Unit 7 - 3 3	36	5	1-June	SWBA count selected attributes and record data compare two sets o data	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less -2-digit story problems using addition	
Unit 7	3 4	Unit 7 - 3 4	37	1	4-June	SWBA collect a data set and use data to determine unknown difference	Data and Measurement	Fidelity o investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less -2-digit story problems using addition	

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Unit 7	3 5	Unit 7 - 3 5	37	2	5-June	SWBA collect represent and compare data	Data and Measurement	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	Single-digit story problems with multiple solutions using addition	
Unit 7	3 6	Unit 7 - 3 6	37	3	6-June	SWBA collect represent and compare data	Data and Measurement	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	Single-digit story problems with multiple solutions using addition	
Unit 7	3 7	Unit 7 - 3 7				Skipped or 2018				
Unit 7	3 8	Unit 7 - 3 8				Skipped or 2018				
Unit 7	CR 1 2	Unit 7 - CR 1 2	37	4	7-June	Build luency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			More or Less - 1 and 2-digit story problems using subtraction	
Unit 7	CR 2 3	Unit 7 - CR 2 3	37	4	7-June	Build luency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 7	CR 3 1	Unit 7 - CR 3 1	37	4	7-June	Build luency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 7	CR 3 4	Unit 7 - CR 3 4	37	4	7-June	Build luency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 7	CR 3 7	Unit 7 - CR 3 7	37	4	7-June	Build luency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 7	CR 1 1	Unit 7 - CR 1 1	37	5	8-June	Build luency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)			More or Less - 1 and 2-digit story problems using subtraction	
Unit 7	CR 1 3	Unit 7 - CR 1 3	37	5	8-June	Build luency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 7	nvestigati on 1	Unit 7 - nvestigation 1	37	5	8-June	ncorporated through sessions above				

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Unit 7	investigation 2	Unit 7 - investigation 2	37	5	8-June	incorporated through sessions above				
Unit 7	investigation 3	Unit 7 - investigation 3	37	5	8-June	incorporated through sessions above				
Unit 8	1 1	Unit 8 - 1 1	25	1	12-Mar	SWBA solve problems involving building an amount on a ten Frame removing some and determining what is left	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 8	1 2	Unit 8 - 1 2	25	2	13-Mar	SWBA create a story to match a subtraction expression solve subtraction story problems and represent strategies	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 8	1 3	Unit 8 - 1 3	25	3	14-Mar	SWBA create a story to match a subtraction expression solve subtraction story problems and represent strategies	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using repeated addition	
Unit 8	1 4	Unit 8 - 1 4	25	4	15-Mar	SWBA solve addition or subtraction expressions	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problems using repeated addition	
Unit 8		Unit 8 -	25	5	16-Mar	Flex Day				
Unit 8	1 5	Unit 8 - 1 5	26	1	19-Mar	SWBA solve addition or subtraction expressions	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
Unit 8	1 6	Unit 8 - 1 6	26	2	20-Mar	SWBA add and subtract within five	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
Unit 8	1 7	Unit 8 - 1 7	26	3	21-Mar	SWBA add and subtract within five	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 8		Unit 8 -	26	4	22-Mar	Family Conferences NO CLASSES				
Unit 8	2 10	Unit 8 - 2 1	26	5	23-Mar	SWBA solve problems involving making ten	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 8	2 2	Unit 8 - 2 2	27	1	26-Mar	SWBA solve problems involving making ten	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	

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Unit 8	2.30	Unit 8 - 2.3	27	2	27-Mar	SWBA count amounts within 20 and measure length of objects	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	
Unit 8	2.4	Unit 8 - 2.4	27	3	28-Mar	SWBA identify and represent teen numbers	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 8		Unit 8 -	27	4	29-Mar	Flex Day				
Unit 8		Unit 8 -	27	5	30-Mar	No School Spring Recess				
Unit 8		Unit 8	28	1	2-Apr	No School Spring Recess				
Unit 8	2.5	Unit 8 - 2.5	28	2	3-Apr	SWBA build and represent teen numbers using tens frames	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 8	2.6	Unit 8 - 2.6	28	3	4-Apr	SWBA identify and compose teen numbers	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
Unit 8	2.7	Unit 8 - 2.7	28	4	5-Apr	SWBA identify compose and record teen numbers	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
Unit 8	2.80	Unit 8 - 2.8	28	5	6-Apr	SWBA build on ten to compose a teen number and identify equivalent expression	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 1 and 2-digit multi-step story problems using addition	
Unit 8	2.9	Unit 8 - 2.9	29	1	9-Apr	SWBA build teen numbers with cubes and record equivalent expressions	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 1 and 2-digit multi-step story problems using addition	
Unit 8	2.10	Unit 8 - 2.10	29	2	10-Apr	SWBA build teen numbers and record equivalent expressions	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 2-digit equal shares story problems using addition	
Unit 8	3.1	Unit 8 - 3.1	29	3	11-Apr	SWBA compare the weight of two objects with a pan balance	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 2-digit equal shares story problems using addition	
Unit 8	3.2	Unit 8 - 3.2	29	4	12-Apr	SWBA compare and measure weight using a pan balance build teen numbers	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements's purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 8		Unit 8	29	5	13-Apr	Flex Day				

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Unit 8	3 3	Unit 8 - 3 3	30	1	16-Apr	SWBA compare and measure weight using a pan balance build teen numbers	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using repeated addition	
Unit 8	3 4	Unit 8 - 3 4	30	2	17-Apr	SWBA compare and measure weight using a pan balance identify build and record teen numbers	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using repeated addition	
Unit 8	3 5	Unit 8 - 3 5	30	3	18-Apr	SWBA use pan balance to compare di erent towers	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	
Unit 8	Investigation 2	Unit 8 - investigation 2	30	4	19-Apr	ncorporated through sessions above			More or Less - 1 and 2-digit story problems using subtraction	
Unit 8	Investigation 1	Unit 8 - investigation 1	30	5	20-Apr	ncorporated through sessions above			More or Less - 1 and 2-digit story problems using subtraction	
Unit 8	Investigation 3	Unit 8 - investigation 3	30	5	20-Apr	ncorporated through sessions above				
Unit 6 +	1 3	Unit 6 + - 1 3	32	1	30-April	SWBA count up to 20 tiles and identify 'How Many?' and/or participate in PBL/CFL	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
Unit 6 +	1 4	Unit 6 + - 1 4	32	2	1-May	SWBA determine how many o each and count the total number and make a representation o results OR participate in PBL/CFL	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
Unit 6 +	2 3	Unit 6 + - 2 3	32	3	2-May	SWBA develop strategies or accurate counting to 20 OR participate in PBL/CFL	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
Unit 6 +	2 5	Unit 6 + - 2 5	32	4	3-May	SWBA use cubes to represent addition and subtraction story problems OR participate in PBL/CFL	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
Unit 6 +	2 6	Unit 6 + - 2 6	32	5	4-May	SWBA combine compare and subtract small amounts OR participate in PBL/CFL	Numbers and Operations	Fidelity o nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
PBL/CFL		PBL/CFL -	31	1	23-Apr	Submit by 4/9/18	OP CS o PBL should be identified and submitted to PPN Math and Academic Director 2 weeks in advance		CG block allocated to PBL/CFL	
PBL/CFL		PBL/CFL -	31	2	24-Apr	Submit by 4/9/18			CG block allocated to PBL/CFL	
PBL/CFL		PBL/CFL -	31	3	25-Apr	Submit by 4/9/18			CG block allocated to PBL/CFL	
PBL/CFL		PBL/CFL -	31	4	26-Apr	Submit by 4/9/18			CG block allocated to PBL/CFL	

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PBL/CFL		PBL/CFL -	31	5	27-Apr	Submit by 4/9/18			CG block allocated to PBL/CFL
Grade 1 - Unit 1	1 1	Grade 1 - Unit 1 - 1 1	38	1	11-June	Only complete Start With/Get o CR and/or Spiral Review o major concepts rom this year that students should be luent with per the CCSS			More or Less - 1-digit story problems using repeated addition
Grade 1 - Unit 1	1 2	Grade 1 - Unit 1 - 1 2	38	2	12-June	Only complete Start With/Get o CR and/or Spiral Review o major concepts rom this year that students should be luent with per the CCSS			More or Less - 1 and 2-digit story problems using repeated addition
Grade 1 - Unit 1	1 3	Grade 1 - Unit 1 - 1 3	38	3	13-June	Only complete Start With/Get o CR and/or Spiral Review o major concepts rom this year that students should be luent with per the CCSS			More or Less - 2-digit story problems using subtraction
Grade 1 - Unit 1	1 4	Grade 1 - Unit 1 - 1 4	38	4	14-June	Only complete Start With/Get o CR and/or Spiral Review o major concepts rom this year that students should be luent with per the CCSS			More or Less - 2-digit story problems using subtraction
Grade 1 - Unit 1		Grade 1 - Unit 1 -	38	5	15-June	Flex Day			
Grade 1 - Unit 1	1 5	Grade 1 - Unit 1 - 1 5	39	1	18-June	Only complete Start With/Get o CR and/or Spiral Review o major concepts rom this year that students should be luent with per the CCSS			More or Less - 1 and 2-digit story problems using repeated subtraction
Grade 1 - Unit 1	nvestigati on 1	Grade 1 - Unit 1 - nvestigation 1	39	2	19-June	Only complete Start With/Get o CR and/or Spiral Review o major concepts rom this year that students should be luent with per the CCSS			More or Less - 1 and 2-digit story problems using repeated subtraction
Grade 1 - Unit 1	nvestigati on 1	Grade 1 - Unit 1 - nvestigation 1	39	3	20-June	Only complete Start With/Get o CR and/or Spiral Review o major concepts rom this year that students should be luent with per the CCSS			More or Less - 1 and 2-digit story problems using addition
Grade 1 - Unit 1	nvestigati on 1	Grade 1 - Unit 1 - nvestigation 1	39	4	21-Jun	Flex Day			
Grade 1 - Unit 1	nvestigati on 1	Grade 1 - Unit 1 - nvestigation 1	39	5	22-Jun	Last Day o School			

Week 9/10							Selected Multi-Step Problems
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
9/10	M	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording	Encourage increasing proficiency and understanding in counting a quantity to answer the question "How many..."	
9/11	T	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/12	W	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/13	H	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/14	F	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
Week 9/17							Encourage increasing proficiency and understanding in counting a quantity to answer the question "How many..."
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
9/17	M	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/18	T	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/19	W	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/20	H	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/21	F	N/A	K	FLEX Day			
Week 9/24							Encourage increasing proficiency and understanding in counting a quantity to answer the question "How many..."
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
9/24	M	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/25	T	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/26	W	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/27	H	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
9/28	F	N/A	K	Counting Jar Routine/Counting Collections	Counting, Grouping, and Recording		
Week 10/01							AF Math Stories K Oct # 1
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
10/01	M	JRU	I	Joe had 3 mozzarella sticks. Then he got 5 more mozzarella sticks from a friend. How many mozzarella sticks does Joe have now?	Does Joe have more or less than 5 mozzarella sticks now?	3+5=	
10/02	T	JRU	I	Zeke had 2 goldfish on his desk. Ms. Lee gave him 8 more goldfish during snack time. How many goldfish does Zeke have now?	Does Zeke have more or less than 8 goldfish now?	2+8=	
10/03	W	JRU	I	Francisco had 3 toy cars. Ms. Anderson gave him 7 more toy cars. How many toy cars does Francisco have altogether?	Does Francisco have more or less than 7 toy cars altogether?	3+7=	
10/04	H	JRU	I	Sonya had 4 pattern blocks. Ms. Smith gave her 6 more pattern blocks to use during math. How many pattern blocks does Sonya have now?	Does Sonya have more or less than 8 pattern blocks now?	4+6=	
10/05	F	JRU	I	Student A had 5 stickers. Then Ms. Smith gave him 5 more stickers. How many stickers does Student A have now?	Does Student A have more or less than 5 stickers now?	5+5=	
10/05						AF Math Stories K Oct # 5	
Week 10/08							AF Math Stories K Oct # 5
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
10/08	M			Indigenous Peoples Day			
10/9	T	JRU	I	Pedro had 6 marbles. He found 4 more marbles under his bed. How many marbles does Pedro have now?	Does Pedro have more or less than 6 marbles now?	6+4=	
10/10	W	SRU	I	I had 9 chocolate chip cookies. I ate 4 of them. How many cookies do I have now?	Do I have more or less than 9 cookies now?	9-4=	
10/11	H	SRU	I	Naomi had 10 crayons. She lost 3 of them. How many crayons does Naomi have now?	Does Naomi have more or less than 10 crayons now?	10-3=	
10/12	F			FLEX			
Week 10/15							AF Math Stories K Oct # 5
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
10/15	M	PPW-WU	I	There are 5 children at the blue table and 6 children at the orange table. How many children are there altogether?	Are there more or less than 6 children at the tables?	5+6=	
10/16	T	PPW-WU	I	6 boys and 8 girls were playing soccer. How many children were playing soccer?	Were there more or less than 8 children playing soccer?	6+8=	
10/17	W	SRU	I	I had 11 animal crackers. I ate 4 of them. How many animal crackers do I have left?	Do I have more or less than 11 animal crackers left?	11-4=	
10/18	R	SRU	I	Sofia had 13 pennies. She lost 5 of them. How many pennies does Sofia have now?	Does Sofia have more or less than 13 pennies now?	13-5=	

R-23b - Supplemental Attachments-C

10/19	F	JRU	I	Gianna found 4 stacking rings under the chairs. Then she found 7 more stacking rings under the tables. How many stacking rings did Gianna find?	Did Gianna find more or less than 7 stacking rings?	4+7=	
Week of 10/22							
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
10/22	M	JRU	I	I put 7 juice boxes on the table. Owen put 8 more juice boxes on the table. How many juice boxes are on the table?	Are there more or less than 8 juice boxes on the table?	7+8=	
10/23	T	SRU	I	Ms. Lerman had 12 stickers. She gave 7 of them to her children. How many stickers does Ms. Lerman have left?	Does Ms. Lerman have more or less than 12 stickers left?	12-7=	
10/24	W	SRU	I	I had 13 carrot sticks. I ate 6 of them. How many carrot sticks do I have left?	Do I have more or less than 13 carrot sticks left?	13-6=	
10/25	H	PPW-WU	I	There are 7 red markers and 9 purple markers in the cup. How many markers are in the cup altogether?	Are there more or less than 9 markers in the cup?	7+9=	
10/26	F	PPW-WU	I	There are 4 chocolate cupcakes and 11 vanilla cupcakes in the box. How many cupcakes are in the box?	Are there more or less than 11 cupcakes in the box?	4+11=	
Week of 10/29							
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
10/29	M	SRU	II	Kenya has 7 sweet potato fries. She ate 3 fries. How many sweet potato fries does Kenya have now?	Does Kenya have more or less than 7 sweet potato fries now?	7-3=	AF Math Stories K Oct #2
10/30	T			Spiral Review			
10/31	W	SRU	II	There are 8 birds on a wire. 3 birds fly away. How many birds are on the wire now?	Are there have more or less than 8 birds on the wire now?	8-3=	AF Math Stories K Oct #4
11/1	H			Spiral Review			
11/2	F	SRU	II	Ava was eating blackberries. She had 8 blackberries in her baggie. She ate 4 blackberries. How many blackberries are still in the baggie?	Does Ava have more or less than 8 blackberries still in her baggie?	8-4=	AF Math Stories K Oct #6
Week of 11/05							
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
11/05	M	SRU	I	Jaylen had 14 cubes. He gave 5 cubes to his friend. How many cubes does Jaylen have now?	Does Jaylen have more or less than 14 cubes now?	14-5 □	
11/06	T			Election Day			
11/07	W	SRU	I	Tyler had 13 building blocks. He put 9 blocks away. How many blocks does Tyler have left?	Does Tyler have more or less than 13 blocks left?	13-9 □	
11/08	H	JRU	I	There were 4 leaves on the little tree. Then 12 more leaves grew on the tree. How many leaves are on the tree now?	Are there more or less than 12 leaves on the little tree now?	4+12 □	
11/09	F			Flex Day			
Week of 11/12							
11/12	M	JRU	I	There were 4 leaves on the little tree. Then 12 more leaves grew on the tree. How many leaves are on the tree now?	Are there more or less than 12 leaves on the little tree now?	4+12=	
11/13	T	CDU	II	I have 7 blocks. Tyler has 5 blocks. How many more blocks do I have than Tyler.	We are not asking comprehension questions for CDU problems.	7-5=	
11/14	W	MD	II	I had 6 Goldfish crackers. I put 3 crackers on each plate. How many plates did I use?	Did I use more or less than 6 plates?	6-3-3=0 or 3+3=6	
11/15	H	MD	II	Meredith had 9 stickers. She put 3 stickers on each page. How many pages of stickers does Meredith have?	Does Meredith have more or less than 9 pages of stickers?	9-3-3-3=0 or 3+3+3=9	
11/16	F	PPW-WU	I	There are 8 boys and 13 girls on the playground. How many children are on the playground?	Are there more or less than 13 children on the playground?	8+13=	
Week of 11/19							
11/19	M	PPW-WU	I	6 red apples and 16 green apples are in the box. How many apples are in the box altogether?	Are there more or less than 16 apples in the box?	6 + 16 =	
11/20	T	SRU	I	Lance blew 16 bubbles. 7 of the bubbles popped. How many bubbles did not pop?	Are there more or less than 16 bubbles left?	16 - 6 =	
11/21	W	SRU	I	Ms. Crichlow had 17 oranges. She gave 9 oranges to children. How many oranges are left?	Does Ms. Crichlow have more or less than 17 oranges left?	17-9=	
11/22	H			Thanksgiving			
11/23	F			Thanksgiving			
Week of 11/26							

R-23b - Supplemental Attachments-C

11/26	M	JRU	I	Madison had 6 books on her reading log. Then she put 14 more books on her reading log. How many books are on Madison's reading log now?	Does Madison have more or less than 14 books on her reading log?	$6+14=$	
11/27	T	JRU	I	There were 7 children in line to go home. Then 13 more children joined them in the line. How many children are now in line to go home?	Are there more or less than 16 children in the line now?	$7+13=$	
11/28	W			Flex Day			
11/29	R	SRU	I	Lisa had 20 marbles in a bag. 8 marbles fell out. How many marbles are left in her bag?	Does Lisa have more or less than 20 marbles left in her bag?	$20-8=$	
11/30	F	SRU	I	18 children were at a birthday party. 11 children went home. How many children are left at the party?	Are there more or less than 18 children left at the party?	$18-11=$	
Week of 12/03							
12/3	M	PD	II	I had 4 muffins. I gave the muffins to 2 of my friends so that each of my friends got the same amount. How many muffins did each friend get?	Will each friend get more or less than 4 muffins?	$4-2-2=0$ or $2+2=4$	
12/4	T	PD	II	I had 8 markers. I put the markers into 2 boxes with the same number of markers in each box. How many markers are in each box?	Are there more or less than 8 markers in each box?	$8-4-4=0$ or $4+4=8$	
12/5	W	CDU	II	I have 8 hats. Jill has 5 hats. How many more hats do I have than Jill?	We are not asking comprehension questions for CDU problems.	$8-5=$	
12/6	R			Family Conference - No Students			
12/7	F	M	II	Simon had 5 bags. He put 4 cookies in each bag. How many cookies does Simon have?	Does Simon have more or less than 5 cookies?	$4+4+4+4=$	
Week of 12/10							
12/10	M	M	II	I bought 4 boxes of cupcakes. There were 6 cupcakes in each box. How many cupcakes did I buy?	Did I buy more or less than 6 cupcakes?	$6+6+6+6=$	
12/11	T	MD	II	I have 8 crayons. I put 4 crayons in each box. How many boxes of crayons do I have?	Do I have more or less than 8 boxes of crayons?	$8-4-4=0$ or $4+4=8$	
12/12	W	MD	II	I have 14 M&M's. I put 7 M&M's in each bag. How many bags of M&M's do I have?	Do I have more or less than 14 bags of M&M's?	$14-7-7=0$ or $7+7=14$	
12/13	R	PPW-WU	I	There are 7 brown pencils and 19 yellow pencils in the basket. How many pencils are there in the basket?	Are there more or less than 19 pencils in the basket?	$7+19=$	
12/14	F			FLEX			
Week of 12/17							
12/17	M	PPW-WU		5 red crayons and 5 green crayons were in the basket. How many crayons were in the basket?	Will there be more or less than 5 crayons in the basket?	$5 + 5 =$	AF Math Stories K Nov #
12/18	T			Spiral Review			
12/19	W	PPW-WU		4 crayons were on the floor and 6 crayons were in a basket. How many crayons were there in all?	Will there be more or less than 6 crayons in all?	$4 + 6 =$	AF Math Stories K Nov #
12/20	H			Spiral Review			
12/21	F	PPW-WU		6 red leaves and 4 orange leaves fell on the ground. How many leaves fell on the ground?	Will there be more or less than 6 leaves on the ground?	$6 + 4 =$	AF Math Stories K Nov #
Week of 01/07/19							
1/7	M			Network Wide Day			
1/8	T	PD	II	Ms. Bell had 9 crayons. She gave the crayons to 3 children. Each child got the same number of crayons. How many crayons did each child get?	Did each child get more or less than 9 crayons?	$9-3-3-3=0$ or $3+3+3=9$	
1/9	W	PD	II	Jackson had 11 bugs. He put the bugs into 5 jars with the same number of bugs in each jar. How many bugs did he put in each jar?	Did Jackson put more or less than 11 bugs in each jar?	$11-2-2-2-2-2=1$ or $11-2-2-2-2-1=0$ or $2+2+2+2+1=11$	
1/10	R	PD-ES	II	Two children want to share 3 sandwiches so that everyone gets exactly the same amount. How much sandwich will each child get?	Will each child get more or less than 1 sandwich?	$1\frac{1}{2}+1\frac{1}{2}=3$	
1/11	F	PD-ES	II	Two children want to share 5 brownies so that each child gets the same amount. How much brownie should each child get?	Will each child get more or less than 1 brownie?	$2\frac{1}{2}+2\frac{1}{2}=5$	
Week of 01/14/19							
1/14	M	JRU	I	Alyssa had 5 pennies. Her father gave her 18 more pennies. How many pennies does Alyssa have now?	Does Alyssa have more or less than 18 pennies?	$5+18=$	

R-23b - Supplemental Attachments-C

1/15	T	JRU	I	Jaylin had 7 marbles. His brother gave him 17 more. How many marbles does Jaylin have now?	Does Jaylin have more or less than 17 marbles?	$7+17=$
1/16	W	M	II	There are 5 tables in Ms. O'Rourke's classroom. There are 5 children at each table. How many children are at the tables altogether?	Are there more or less than 5 children at the tables altogether?	$5+5+5+5+5=$
1/17	R	M	II	Sasha has 7 pages of stickers. Each page has 3 stickers on it. How many stickers does Sasha have altogether?	Does Sasha have more or less than 7 stickers altogether?	$3+3+3+3+3+3=$
1/18	F	SRU	I	There were 19 children on the bus. 11 children got off. How many children are left on the bus?	Are there more or less than 19 children left on the bus?	$19-11=$
Week of 01/21/19						
1/21	M			Martin Luther King Jr. Day		
1/22	T	SRU	I	There were 19 children on the bus. 11 children got off. How many children are left on the bus?	Are there more or less than 19 children left on the bus?	$19-11=$
1/23	W	SRU	I	Staci had 20 beads. She used 12 beads to make a bracelet. How many beads does she have left?	Does Staci have more or less than 20 beads left?	$20-12=$
1/24	R	PD	II	12 children are having a picnic at the park. The children are sitting on 3 blankets, with the same number of children on each blanket. How many children are on each blanket?	Are there more or less than 12 children on each blanket?	$12-4-4-4=0$ or $4+4+4=12$
1/25	F	PD	II	I have 16 pieces of candy. I want to put the candy into 4 bags with the same number of candies in each bag. How many candies should I put in each bag?	Should I put more or less than 16 candies in each bag?	$16-4-4-4-4=0$ or $4+4+4+4=16$
Week of 01/28/19						
1/28	M	CDU	II	There are 12 girls and 7 boys on the rug. How many more girls are on the rug than boys?	We are not asking comprehension questions for CDU problems.	$12-7=$
1/29	T	CDU	II	Jessica has 14 tiles. Josiah has 8 tiles. How many more tiles does Jessica have than Josiah?	We are not asking comprehension questions for CDU problems.	$14-8=$
1/30	W			Flex Day		
1/31	R	MD	II	I baked 12 cupcakes. I put them in boxes with 2 cupcakes in each box. How many boxes of cupcakes do I have?	Do I have more or less than 12 boxes of cupcakes?	$12-2-2-2-2-2-2=0$ or $2+2+2+2+2+2=12$
2/1	F	MD	II	I had 18 books. I put 6 books in each book bag. How many book bags did I use?	Did I use more or less than 18 book bags?	$18-6-6-6=0$ or $6+6+6=18$
Week of 02/04/19						
2/4	M	PPW-WU	I	Kiara has 2 orange marbles, 13 purple marbles, and 8 red marbles. How many marbles does Kiara have altogether?	Does Kiara have more or less than 13 marbles altogether?	$2+13+8=$
2/5	T	PPW-WU	I	Mikiah has a bag of lollipops that has 7 grape lollipops, 15 lemon lollipops, and 5 orange lollipops. How many lollipops does she have in the bag?	Does Mikiah have more or less than 15 lollipops?	$7+15+5=$
2/6	W	PD-ES	II	Emma has 7 cookies that she wants to share equally with her aunt. How much cookie will each person get?	Will each person get more or less than 1 cookie?	$3\frac{1}{2}+3\frac{1}{2}=7$
2/7	R	PD-ES	II	Two children want to share 9 cookies so that each child gets the same amount. How much cookie will each child get?	Will each child get more or less than 1 cookie?	$4\frac{1}{2}+4\frac{1}{2}=9$
2/8	F			Flex Day		
Week of 02/11/19						
2/11	M	JRU	I	Michael had 4 Silly Bandz. For his birthday he got 7 Silly Bandz from his friends and 6 more Silly Bandz from his family. How many Silly Bandz does Michael have now?	Does Michael have more or less than 7 Silly Bandz?	$4+7+6=$
2/12	T	JRU	I	I bought 3 gummy worms. Mom gave me 11 gummy worms, and Dad gave me 7 gummy worms. How many gummy worms do I have altogether?	Do I have more or less than 11 gummy worms?	$3+11+7=$
2/13	W	SRU	I	Ms. Hinz collected 21 plastic bottles for science class. She used 14 of them for her first class. How many bottles does she have left?	Does Ms. Hinz have more or less than 21 bottles left?	$21-14=$
2/14	R	SRU	I	There were 23 ice cubes in the freezer. I used 9 of them for my drink. How many ice cubes are left in the freezer?	Are there more or less than 23 ice cubes left in the freezer?	$23-9=$
2/15	F			School-based PD Day (NO Students)		
Midwinter Recess						

Week of 02/25/19						
2/25	M	M	II	Emily has 5 packets of Smarties. There are 6 Smarties in each packet. How many Smarties does Emily have?	Does Emily have more or less than 6 Smarties?	$6+6+6+6=$
2/26	T	M	II	I have 8 cups of hot chocolate. There are 3 marshmallows in each cup. How many marshmallows do I have altogether?	Do I have more or less than 8 marshmallows?	$3+3+3+3+3+3+3=$
2/27	W	PD	II	I had 15 tropical fish. I put the fish into 5 fish bowls so there were the same number of fish in each bowl. How many fish were in each bowl?	Will each bowl have more or less than 15 fish?	$15-3-3-3-3-3=0$ or $3+3+3+3+3=15$
2/28	R	PD	II	I had 21 pencils. I put them into 4 pencil boxes with the same number of pencils in each box. How many pencils are in each box?	Are there more or less than 21 pencils in each box?	$21-5-5-5-5=1$ or $21-5-5-5-5-1=0$ or $5+5+5+5+1=21$
3/1	F	CDU	II	Rahnell has 16 stickers. Alexander has 9 stickers. How many more stickers does Rahnell have than Alexander?	We are not asking comprehension questions for CDU problems.	$16-9=$
Week of 03/04/19						
3/4	M			Flex Day		
3/5	T	CDU	II	Jaylin has 17 grapes. Mia has 8 grapes. How many more grapes does Jaylin have than Mia?	We are not asking comprehension questions for CDU problems.	$17-8=$
3/6	W	MD	II	There are 18 hot dogs. If each person gets 2 hot dogs, how many people will get hot dogs?	Will more or less than 18 people get hot dogs?	$18-2-2-2-2-2-2-2-2=0$ or $2+2+2+2+2+2+2+2=18$
3/7	R	MD	II	I bought 21 tennis balls that were packaged with 3 balls in each can. How many cans of tennis balls did I buy?	Did I buy more or less than 21 cans of tennis balls?	$21-3-3-3-3-3-3-3=0$ or $3+3+3+3+3+3+3=21$
3/8	F	PPW-WU	I	I made 14 snowballs. My brother made 17 snowballs. How many snowballs did we make altogether?	Did we make more or less than 17 snowballs?	$14+17=$
Week of 03/11/19						
3/11	M	PPW-WU	I	Rakiya has 13 carrots and 19 peas on her plate. How many vegetables does she have on her plate?	Does Rakiya have more or less than 19 vegetables on her plate?	$13+19=$
3/12	T	PD	II	Mother baked 18 rolls. She put them into 9 boxes with the same number of rolls in each box. How many rolls are in each box?	Are there more or less than 18 rolls in each box?	$18-2-2-2-2-2-2-2-2=0$ or $2+2+2+2+2+2+2+2=18$
3/13	W	PD	II	I had 19 balloons. I put the balloons into 3 bunches with the same number of balloons in each bunch. How many balloons are in each bunch?	Are there more or less than 19 balloons in each bunch?	$19-6-6-6=1$ or $19-6-6-6-1=0$ or $6+6+6+1=19$
3/14	R	PD-ES	II	Four children want to share 6 brownies so that each child gets exactly the same amount. How much brownie can each child get?	Will each child get more or less than 1 brownie?	$1\frac{1}{2}+1\frac{1}{2}+1\frac{1}{2}+1\frac{1}{2}=6$
3/15	F	PD-ES	II	Four children want to share 10 brownies so that each child gets exactly the same amount. How much brownie will each child get?	Will each child get more or less than 1 brownie?	$2\frac{1}{2}+2\frac{1}{2}+2\frac{1}{2}+2\frac{1}{2}=10$
Week of 03/18/19						
3/18	M	JRU	I	11 children were playing outside. 15 more children joined them. How many children were playing outside?	Were there more or less than 15 children playing outside?	$11+15=$
3/19	T	JRU	I	13 children were sitting on the rug. 17 more children joined them on the rug. How many children are sitting on the rug now?	Are there more or less than 17 children on the rug?	$13+17=$
3/20	W	M	II	A sandwich shop made 9 sandwiches with 3 slices of cheese on each sandwich. How many slices of cheese did they use?	Did the sandwich shop use more or less than 9 slices of cheese?	$3+3+3+3+3+3+3+3+3=$
3/21	R			Family Conferences NO CLASSES		
3/22	F			Network Wide Day		
Week of 03/25/18						
3/25	M			Flex Day		
3/26	T	M	II	Robert had 4 packs of gum. Each pack contains 7 pieces of gum. How many pieces of gum does he have?	Does Robert have more or less than 7 pieces of gum?	$7+7+7+7=$
3/27	W	SRU	I	The farmer had 22 apples on his apple tree. He picked 14 of the apples to sell. How many apples are left on the tree?	Are there more or less than 22 apples left on the tree?	$22-14=$
3/28	R	SRU	I	The store had 23 bottles of juice on the shelf. 17 of the bottles fell off the shelf and broke. How many bottles of juice are left on the shelf?	Are there more or less than 23 bottles of juice left on the shelf?	$23-17=$

3/29	F	MD	II	I have 15 cookies, and I want to put them into boxes with 5 cookies in each box. How many boxes will I need?	Will I need more or less than 15 boxes?	$15-5-5-5=0$ or $5+5+5=15$
CGI Calendar Updated to 3/29/2019						
Week of 04/01/19						
3/26/18	M	MD	II	Genesis has 25 crayons that she wants to put into boxes. If she puts 5 crayons in each box, how many boxes will she use?	Will Genesis use more or less than 25 boxes?	$25-5-5-5-5-5=0$ or $5+5+5+5+5=25$
3/27/18	T	CDU	II	I have 20 pennies. My sister has 11 pennies. How many more pennies do I have than my sister?	We are not asking comprehension questions for CDU problems.	$20-11=$
3/28/18	W	CDU	II	Muhammed has 23 marbles. Zach has 8 marbles. How many more marbles does Muhammed have than Zach?	We are not asking comprehension questions for CDU problems.	$23-8=$
3/29/18	R	PD	II	Mr. Green had 21 books. He put the books onto 3 tables with the same number of books on each table. How many books did he put on each table?	Did Mr. Green put more or less than 21 books on each table?	$21-7-7-7=0$ or $7+7+7=21$
3/30/18	F			No School: Spring Recess		
Week 4/3/18						
4/2/18	M			No School: Spring Recess		
4/3/18	T	PD	II	Kristian had 26 jelly beans. She put them into 5 bags with the same number of jelly beans in each bag. How many jelly beans did she put in each bag?	Did she put more or less than 26 jelly beans in each bag?	$26-5-5-5-5-5=1$ or $26-5-5-5-5-5-1=0$ or $5+5+5+5+5+1=26$
4/4/18	W	JCU	III	Isaiah has 6 games. How many more games does he need to have 11 games altogether?	Does Isaiah need more or less than 11 games?	$6+ =11$
4/5/18	R	JCU	III	Roy has 7 coins in his collection. How many more coins does he need to have 12 coins?	Does Roy need more or less than 12 coins?	$7+ =12$
4/6/18	F	PPW-WU	I	Jonathan has some socks. He has 11 black socks, 16 blue socks, and 4 white socks. How many socks does Jonathan have altogether?	Does Jonathan have more or less than 16 socks?	$11+16+4=$
Week 4/9/18						
4/9/18	M	PPW-WU	I	In the prize box, there are 13 Slinkies, 18 erasers, and 7 bouncy balls. How many prizes are in the box?	Are there more or less than 18 prizes in the prize box?	$13+18+7=$
4/10/18	T	PD-ES	II	Two children share 11 chicken nuggets so that each child gets the same amount. How much will each child get?	Will each child get more or less than 1 chicken nugget?	$5\frac{1}{2}+5\frac{1}{2}=11$
4/11/18	W	PD-ES	II	Four children want to share 22 pancakes so that each child gets the same amount. How much will each child get?	Will each child get more or less than 1 pancake?	$5\frac{1}{2}+5\frac{1}{2}+5\frac{1}{2}+5\frac{1}{2}=22$
4/12/18	R	JRU	I	Ms. Lerman's class needs 15 school lunches for their field trip. Ms. Haynes' class needs 16 lunches for the trip. How many school lunches do the classes need altogether?	Do the classes need more or less than 16 school lunches?	$15+16=$
4/13/18	F			FLEX Day		
Week 4/16/18						
4/16/18	M	M	II	The grocer has 6 boxes of peaches. Each box has 6 peaches. How many peaches does the grocer have?	Does the grocer have more or less than 6 peaches?	$6+6+6+6+6+6=$
4/17/18	T	M	II	Ms. Chang ordered 4 trays of sandwiches. Each tray has 8 sandwiches. How many sandwiches did she order?	Did Ms. Chang order more or less than 8 sandwiches?	$8+8+8+8=$
4/18/18	W	SCU	III	Keagan had 11 grapes on his plate. He ate some of them. Now he has 6 grapes on his plate. How many grapes did Keagan eat?	Did Keagan eat more or less than 11 grapes?	$11- =6$
4/19/18	R	SCU	III	Jamar had 12 tiles in his counting jar. He took some of the tiles out of the jar. Now he has 3 tiles left in his jar. How many tiles did Jamar take out?	Did Jamar take more or less than 12 tiles out of the jar?	$12- =3$
4/20/18	F	SRU	I	Kenzie had 22 beads in her hair. 8 beads fell out. How many beads are still in her hair?	Does Kenzie have more or less than 22 beads left in her hair?	$22-8=$
Week 4/23/18						

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4/23/18	M	SRU	I	I brought 24 cupcakes for my birthday. I gave 15 of them to my friends. How many cupcakes do I have left?	Do I have more or less than 24 cupcakes left?	$24-15=$
4/24/18	T	PD	II	Mr. Egan had 30 pencils. He put them on 6 tables with the same number of pencils on each table. How many pencils did he put on each table?	Did Mr. Egan put more or less than 30 pencils on each table?	$30-5-5-5-5-5=0$ or $5+5+5+5+5=30$
4/25/18	W	PD	II	Matt had 29 apples. He put the apples into 4 boxes with the same number of apples in each box. How many apples are in each box?	Are there more or less than 29 apples in each box?	$29-7-7-7-7=1$ or $29-7-7-7-7-1=0$ or $7+7+7+7=29$
4/26/18	R	PPW-PU	III	Our class has a bag of 13 balls. 7 are soccer balls and the rest are basketballs. How many basketballs does our class have?	Does our class have more or less than 13 basketballs?	$7+ =13$ or $+7=13$
4/27/18	F	PPW-PU	III	I saw 16 animals at the park. 9 were squirrels and the rest were dogs. How many dogs did I see?	Did I see more or less than 16 dogs at the park?	$9+ =16$ or $+9=16$
Week 4/30/18						
4/30	M	CDU	II	The red table has 25 crayons. The green table has 17 crayons. How many more crayons does the red table have than the green table?	We are not asking comprehension questions for CDU problems.	$25-17=$
5/1	T	CDU	II	Alyssa has 32 papers in her folder. Destiny has 13 papers in her folder. How many more papers does Alyssa have than Destiny?	We are not asking comprehension questions for CDU problems.	$32-13=$
5/2	W	JCU	III	Devon has 11 blocks in his tower. How many more blocks does Devon need to have 19 blocks in his tower?	Does Devon need more or less than 19 more blocks?	$11+ =19$
5/3	R	JCU	III	The red table has 12 markers. How many more markers does the red table need to have 21 markers altogether?	Does the red table need more or less than 21 more markers?	$12+ =21$
5/4	F	MD	II	Ms. Ellis has 24 paint brushes that she wants to put into boxes with 4 paint brushes in each box. How many boxes will she need?	Does Ms. Ellis need more or less than 24 boxes?	$24-4-4-4-4-4=0$ or $4+4+4+4+4=24$
Week 5/7/18						
5/7	M	MD	II	I have 30 carrot sticks that I want to put into bags with 6 carrot sticks in each bag. How many bags will I need?	Will I need more or less than 30 bags?	$30-6-6-6-6-6=0$ or $6+6+6+6+6=30$
5/8	T	PPW-WU	I	I have 17 green grapes and 23 red grapes. How many grapes do I have altogether?	Do I have more or less than 23 grapes?	$17+23=$
5/9	W	PPW-WU	I	Sara has some candy. She has 14 M&M's and 27 Skittles. How many pieces of candy does she have?	Does Sara have more or less than 27 pieces of candy?	$14+27=$
5/10	R	PPW-PPU	III	I have 3 balls in a bag. Each one is either a basketball or a football. What could I have in the bag? What are all the ways to answer this question?	We are not asking comprehension questions for PPW-PPU problems.	$+\Delta=3$
5/11	F	PPW-PPU	III	I have 4 vegetables on my plate. Each one is either a pea or a carrot. What could I have on my plate? What are all the ways to answer this question?	We are not asking comprehension questions for PPW-PPU problems.	$+\Delta=4$
Week 5/21/18						
5/21/18	M	PD-ES	II	Four children want to share 5 candy bars so that each child gets the same amount. How much does each child get?	Does each child get more or less than 1 candy bar?	$1\frac{1}{4}+1\frac{1}{4}+1\frac{1}{4}+1\frac{1}{4}=5$
5/22/18	T	PD-ES	II	Four children share 2 sandwiches so that each gets the same amount. How much will each child get?	Will each child get more or less than 1 sandwich?	$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=2$
5/23/18	W	SCU	III	Ms. Hunter had 12 picture books. She passed out some of the books. Now she has 5 books left. How many books did Ms. Hunter pass out?	Did Ms. Hunter pass out more or less than 12 books?	$12- =5$
5/24/18	R	SCU	III	I had 14 raisins in a box. I ate some of the raisins. Now I have 8 raisins left. How many raisins did I eat?	Did I eat more or less than 14 raisins?	$14- =8$
5/25/18	F			FLEX Day		

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Unit	Session	Unit-Session	Week	Day of Week	Date	Objective	Student Focus	Focus for Teacher	CGI	Spiral Focus
Unit 1	1 1	Unit 1 - 1 1	1	1	10-Sep	SWBAT count to 30 starting at any number less than 30	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	Counting within 30
Unit 1	1 2	Unit 1 - 1 2	1	2	11-Sep	SWBAT count and represent a set up to 20	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	Counting within 20
Unit 1	1 3	Unit 1 - 1 3	1	3	12-Sep	SWBAT count and represent a set up to 20 connecting quantity to number name	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	Counting within 20
Unit 1	1 4	Unit 1 - 1 4	1	4	13-Sep	SWBAT count represent and write the numbers to 20 relate counting to addition/subtraction	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	Counting within 20
Unit 1	1 5	Unit 1 - 1 5	1	5	14-Sep	SWBAT count and represent a set up to 30 relate counting to addition/subtraction	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	Counting within 30
Unit 1	2 2	Unit 1 - 2 2	2	1	17-Sep	SWBAT find the total of two quantities up to 10	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	Comparing Quantities
Unit 1	2 3	Unit 1 - 2 3	2	2	18-Sep	SWBAT find the total of two quantities within 10 comparing two quantities up to 20 and determining which is greater	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less -2-digit story problems using addition and subtraction	Addition
Unit 1	2 4	Unit 1 - 2 4	2	3	19-Sep	SWBAT use addition within 20 to solve story problems	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less -2-digit story problems using addition and subtraction	Addition Story Problems
Unit 1	2 5	Unit 1- 2 5	2	4	20-Sep	SWBAT find the total of two quantities within 10 comparing two quantities up to 20 and determining which is greater	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less -single digit story problems using repeated addition	Addition Using Manipulatives
Unit 1			2	5	21-Sep	Flex Day				
Unit 1	2 6	Unit 1 - 2 6	3	1	24-Sep	SWBAT use addition within 20 to solve story problems	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less -single digit story problems using repeated addition	Addition Story Problems
Unit 1	2 7	Unit 1 - 2 7	3	2	25-Sep	SWBAT fluently add within 10	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using repeated subtraction	Addition Story Problems
Unit 1	2 8	Unit 1- 2 8	3	3	26-Sep	SWBAT comparing two quantities up to 20 and determining which is greater	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using repeated subtraction	Addition Story Problems
Unit 1	3 1	Unit 1- 3 1	3	4	27-Sep	SWBAT subtracting numbers up to 10 relating subtraction to counting back/less	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using repeated subtraction	Addition Notation

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Unit 1	3 2	Unit 1 - 3 2	3	5	28-Sep	SWBAT use subtraction within 20 to solve story problems	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using repeated subtraction	Counting Back/Less
Unit 1	3 3	Unit 1 - 3 3	4	1	1-Oct	SWBAT subtract within 12 relating subtraction to counting back/less	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 1 and -2-digit story problems using addition	Subtraction Story Problems
Unit 1	3 4	Unit 1 - 3 4	4	2	2-Oct	SWBAT subtract within 12 to solve story problems	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	Subtraction/Counting Back/Less
Unit 1	3 5	Unit 1 - 3 5	4	3	3-Oct	SWBAT subtract within 12 to solve story problems	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 1 and -2-digit story problems using addition	Subtraction Story Problems
Unit 1	3 6	Unit 1 - 3 6	4	4	4-Oct	SWBAT relate counting back to subtraction subtract within 12	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	Subtraction Story Problems
Unit 1	3 7	Unit 1 - 3 7	4	5	5-Oct	SWBAT SWBAT subtract within 12 with unknown result to solve a story problem	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 1 and -2-digit story problems using addition	Subtraction Story Problems
Unit 1		Unit 1	5	1	8-Oct	Indigenous People's Day				
Unit 1	nvestigation 2	Unit 1 - nvestigation n 2	5	2	9-Oct	ncorporated through sessions above		ncorporated through sessions a	More or Less 2-digit story problems using addition	Subtraction Story Problems
Unit 1	nvestigation 2	Unit 1 - nvestigation n 2	5	2	9-Oct	ncorporated through sessions above		ncorporated through sessions above		
Unit 1	nvestigation 2	Unit 1 - nvestigation n 2	5	2	10-Oct	ncorporated through sessions above			More or Less 2-digit story problems using addition	
Unit 1	nvestigation 3	Unit 1 - nvestigation n 3	5	3	10-Oct	ncorporated through sessions above		ncorporated through sessions above		
Unit 1	CR 2 3	Unit 1 - CR 2 3	5	3	11-Oct	Build fluency through routines (Should have been incorporated into lessons on unit to demo to s			More or Less 2-digit story problems using addition	
Unit 1	nvestigation 1	Unit 1 - nvestigation n 1	5	4	11-Oct	ncorporated through sessions above				
Unit 1			5	5	12-Oct	Flex Day				
Unit 2	1 1	Unit 2 - 1 1	5	5	April	SWBAT identify and describe a combination of shapes create a pattern using a limited number of blocks	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction	
Unit 2	1 2	Unit 2 - 1 2	5	5	April	SWBAT identify and describe attributes of hexagons and rhombuses	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problem using addition	
Unit 2	1 3	Unit 2 - 1 3	5	5	April	SWBAT compose and decompose shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problem using addition	

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Unit 2	1 4	Unit 2 - 1 4	5	5	April	SWBAT compose and decompose shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problem using addition	
Unit 2	1 4	Unit 2 - 1 4	5	5	April	SWBAT compose shapes using pattern blocks compose and decompose shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 2	1 5	Unit 2 - 1 5	5	5	April	SWBAT compose shapes using pattern blocks compose and decompose shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 2	1 6	Unit 2 - 1 6	5	5	April	SWBAT fill sort and compose shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 2	1 7	Unit 2 - 1 7	5	5	April	SWBAT fill sort and compose shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction	
Unit 2	2 1	Unit 2 - 2 1	5	5	April	SWBAT sort classify and describe 2-D shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction	
Unit 2	2 2	Unit 2 - 2 2	5	5	April	SWBAT identify and describe triangles compose triangles using geoboards and dot paper	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 2	2 3	Unit 2 - 2 3	5	5	May	SWBAT identify similarities and differences in quadrilateral attributes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 2	2 4	Unit 2 - 2 4	5	5	May	SWBAT determine common attributes of shapes compose triangles and identify attributes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit multiple groups story problem using addition	
Unit 2	2 5	Unit 2 - 2 5	5	5	May	SWBAT identify and describe triangles and sort and label a set of 2-D shapes	Geometry	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit multiple groups story problem using addition	
Unit 2	CR 1 2	Unit 2 - CR 1 2	6	1	May	Build fluency through routines (Should have been incorporated into lessons on unit to demo to s			More or Less - 2-digit story problem using addition	
Unit 2	CR 1 5	Unit 2 - CR 1 5	6	3	May	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 2	CR 1 6	Unit 2 - CR 1 6	23	4	May	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 2	CR 1 7	Unit 2 - CR 1 7	23	5	May	Build fluency through routines (Should have been incorporated into lessons on unit to demo to s			More or Less - 2-digit multi-step story problem using addition	
Unit 2	CR 2 2	Unit 2 - CR 2 2	24	1	May	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 2	CR 2 5	Unit 2 - CR 2 5	24	2	May	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 2	Investiga	Unit 2 - nvestigatio n 2	24	3	May	ncorporated through sessions above				

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Unit 2	CR 1 1	Unit 2 - CR 1 1	24	4	May	Build fluency through routines (Should have been incorporated into lessons on unit to demo to s			More or Less - 2 and 3-digit story problem using subtraction	
Unit 2	CR 1 3	Unit 2 - CR 1 3	24	5	May	Build fluency through routines (Should have been incorporated into lessons on unit to demo to students and been practiced by students at home)				
Unit 2	Investiga	Unit 2 - nvestigation 1	25	1	May	ncorporated through sessions above				
Unit 3	1 1	Unit 3 - 1 1	6	1	#####	SWBAT find the total of two quantities within 6 up to total 12	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using addition	Counting On/Counting Back
Unit 3	1 2	Unit 3 - 1 2	6	2	#####	SWBAT fluently add within 20	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using subtraction	Building Numbers/Addition
Unit 3	1 3	Unit 3 - 1 3	6	3	#####	SWBAT fluently subtract within 12	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using subtraction	Subtraction/Counting Back/Less
Unit 3	1 4	Unit 3 - 1 4	6	4	#####	SWBAT use count on/count back when subtracting two numbers within 20	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using subtraction	Counting on/back within 20
Unit 3	2 1	Unit 3 - 2 1	6	5	#####	SWBAT apply properties of operations to add and subtract make combinations of numbers within 7	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using subtraction	Expressions within 7
Unit 3	2 2	Unit 3 - 2 2	7	1	#####	SWBAT compare 2-digit numbers based on tens and ones solve problems with unknown change	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using addition	Tens and ones
Unit 3	2 3	Unit 3 - 2 3	7	2	#####	SWBAT Apply properties of operations as strategies to add and subtract solve problems with unknown change	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using addition	Tens and ones
Unit 3	2 4	Unit 3 - 2 4	7	3	#####	SWBAT apply properties of operations to add and subtract make combinations of numbers within 9	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using subtraction	Expressions within 7
Unit 3	2 5	Unit 3 - 2 5	7	4	#####	SWBAT combine two or more single-digit quantities within 9	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using subtraction	Expressions within 9
Unit 3		- Unit 3 -	7	5	#####	Flex Day				
Unit 3	2 6	Unit 3 - 2 6	8	1	#####	SWBAT apply properties of operations to add and subtract combine two or more single-digit quantities within 9	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using subtraction	Multiple Addend Expressions
Unit 3	2 7	Unit 3 - 2 7	8	2	#####	SWBAT apply properties of operations to add and subtract combine two or more single-digit quantities within 9	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	Multiple Addend Expressions
Unit 3	2 8	Unit 3 - 2 8	8	3	#####	SWBAT compare two 2-digit numbers based on tens and ones combine two or more single-digit quantities within 9	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 1-digit story problems using subtraction	Tens and Ones

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Unit 3	3 1	Unit 3 - 3 1	8	4	#####	SWBAT solve story problems with three addends within 9	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	Multiple Addend Problems
Unit 3	3 2	Unit 3 - 3 2	8	5	#####	SWBAT solve an 'add to' story problem with multiple addends and a result unknown	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less 2-digit story problems using subtraction	Multiple Addend Problems
Unit 3	3 3	Unit 3 - 3 3	9	1	#####	SWBAT generate equivalent expressions for a number using addition and subtraction	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit equal shares story problems using addition	Equivalent Expressions
			9	2	6-Nov	Election Day				
Unit 3	3 4	Unit 3 - 3 4	9	3	7-Nov	SWBAT generate equivalent expressions for the number 10 using addition and subtraction	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit equal shares story problems using addition	Equivalent Expressions using 10
Unit 3	3 6	Unit 3 - 3 6	9	4	8-Nov	SWBAT solve an 'add to' story problem with multiple addends and a result unknown	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	Multiple Addend Problems
Unit 3			9	5	9-Nov	Flex Day				
PBL			10	1	12-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL complete all lesson elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
PBL			10	2	13-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL complete all lesson elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
PBL			10	3	14-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL complete all lesson elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
PBL			10	4	15-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL complete all lesson elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	

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PBL				10	5	16-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL complete all lesson elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
PBL				11	1	19-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL complete all lesson elements s purpose behind elements being met?	No Comp Question	
PBL				11	2	20-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL complete all lesson elements s purpose behind elements being met?	No Comp Question	
PBL				11	3	21-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL complete all lesson elements s purpose behind elements being met?	More or Less - 1-digit equal shares story problems using addition	
PBL				11	4	22-Nov	Thanksgiving Break				
PBL				11	5	23-Nov	Thanksgiving Break				
Unit 3	4 1	Unit 3 - 4 1		12	1	26-Nov	SWAG estimate and count quantities record organize and interpret numerical data	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit equal shares story problems using addition	Estimation
Unit 3	4 4	Unit 3 - 4 4		12	2	27-Nov	SWBAT compare 2-digit numbers based on tens and ones within 100	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	Tens and ones within 100
Unit 3	4 8	Unit 3 - 4 8		12	3	28-Nov	SWBAT combine 2 or more numbers to total 11 generate equivalent expressions using addition and subtraction	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	Equivalent Expressions
Unit 3	CR 1 3	Unit 3 - CR 1 3		12	4	29-Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students			More or Less - 2-digit story problems using subtraction	
Unit 3	CR 2 1	Unit 3 - CR 2 1				Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 2	Unit 3 - CR 2 2				Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 4	Unit 3 - CR 2 4				Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 5	Unit 3 - CR 2 5				Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 6	Unit 3 - CR 2 6				Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				

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Unit 3	CR 2 7	Unit 3 - CR 2 7			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 8	Unit 3 - CR 2 8			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 1	Unit 3 - CR 3 1			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 2	Unit 3 - CR 3 2			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 3	Unit 3 - CR 3 3			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 4	Unit 3 - CR 3 4			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 5	Unit 3 - CR 3 5			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 6	Unit 3 - CR 3 6			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 4 1	Unit 3 - CR 4 1			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 4 2	Unit 3 - CR 4 2			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 4 3	Unit 3 - CR 4 3			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 4 4	Unit 3 - CR 4 4			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 4 5	Unit 3 - CR 4 5			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 4 6	Unit 3 - CR 4 6			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 4 6	Unit 3 - CR 4 6			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 4 7	Unit 3 - CR 4 7			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 4 8	Unit 3 - CR 4 8			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	nvestiga	Unit 3 - nvestigatio n 3			Nov	ncorporated through sessions above				
Unit 3	CR 1 2	Unit 3 - CR 1 2			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 1 4	Unit 3 - CR 1 4			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 3	Unit 3 - CR 2 3			Nov	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	nvestiga	Unit 3 - nvestigatio n 4			Nov	ncorporated through sessions above				
Unit 3			12	5	30-Nov	Flex Day				
Unit 4	1 1	Unit 4 - 1 1	12	1	3-Dec	SWBAT compare the length of an object to a given length	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	Length
Unit 4	1 2	Unit 4 - 1 2	13	2	4-Dec	SWBAT compare the length of two objects tell time to the hour	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	Compare Lengths

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Unit 4	1 3	Unit 4 - 1 3	13	3	5-Dec	SWBAT express the length of an object as a whole number of length units using cubes	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	Length - Tens and Ones
			13	4	6-Dec	Family Teacher Conference				
Unit 4	1 4	Unit 4 - 1 4	13	5	7-Dec	SWBAT express the length of an object as a whole number of length units using cubes develop accurate techniques for measuring length	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	Length - Tens and Ones
Unit 4	1 5	Unit 4 - 1 5	14	1	10-Dec	SWBAT solve problems about comparing lengths	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	Compare Lengths
Unit 4	1 6	Unit 4 - 1 6	14	2	11-Dec	SWBAT solve story problems about Comparing lengths with difference unknown	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using repeated addition	Difference Unknown
Unit 4		Unit 4 -	14	3	12-Dec	Flex Day				
Unit 4	1 7	Unit 4 - 1 7	14	4	13-Dec	SWBAT solve comparison problems by measuring and comparing lengths	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using repeated addition	
Unit 4	1 8	Unit 4 - 1 8	14	5	14-Dec	SWBAT solve comparison problems by measuring and comparing lengths	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 4	2 1	Unit 4 - 2 1	15	1	17-Dec	SWBAT partition circles into two equal shares describe the shares using the word halves and use the phrases half of	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using subtraction	
Unit 4	2 2	Unit 4 - 2 2	15	2	18-Dec	SWBAT identify halves as two equal parts of a whole partition squares into two equal shares describe the shares using the word halves	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	
Unit 4	2 3	Unit 4 - 2 3	15	3	19-Dec	SWBAT partition rectangles into two equal shares describe the shares using the word halves	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problems using addition	
Unit 4	2 4	Unit 4 - 2 4	15	4	20-Dec	SWBAT SWBAT partition circles squares and rectangles into 4 equal shares describe the shares using the word fourths	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	
Unit 4	2 5	Unit 4 - 2 5	15	5	21-Dec	SWBAT partition circles squares and rectangles into two and four equal shares	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using addition	
Winter Recess										
Unit 4	2 6	Unit 4 - 2 6	16	2	8-Jan	SWBAT solve comparison problems partition circles squares and rectangles into two and four equal shares	Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problems using repeated subtraction	
Unit 4	CR 1 4	Unit 4 - CR 1 4	16	3	9-Jan	incorporate these routines into lesson to demo to students BUT should be practiced by students			More or Less - 1 and 2-digit story problems using repeated subtraction	

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Unit 4	CR 1 6	Unit 4 - CR 1 6	16	3	9-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 4	CR 2 1	Unit 4 - CR 2 1	16	3	9-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 4	CR 2 2	Unit 4 - CR 2 2	16	4	10-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students	More or Less - 1 and 2-digit story problems using repeated subtraction		
Unit 4	CR 2 3	Unit 4 - CR 2 3	16	4	10-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 4	CR 2 3	Unit 4 - CR 2 3	16	4	10-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 4			16	5	11-Jan	Flex Day			
Unit 4	CR 2 4	Unit 4 - CR 2 4	17	1	14-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students	More or Less - 1 and 2-digit story problems using repeated subtraction		
Unit 4	CR 2 5	Unit 4 - CR 2 5	17	1	14-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 4	CR 2 6	Unit 4 - CR 2 6	17	1	14-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 4	CR 1 2	Unit 4 - CR 1 2	17	2	15-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 4	CR 1 4	Unit 4 - CR 1 4	17	2	15-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 4	CR 1 8	Unit 4 - CR 1 8	17	2	15-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 4	nvestiga	Unit 4 - nvestigatio n 2	17	2	15-Jan	ncorporated through sessions above	More or Less - 1 and 2 -digit equal share story problems using addition		
Unit 5	1 1	Unit 5 - 1 1	17	3	16-Jan	SWBAT create two-addend combinations of 10	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition
Unit 5	1 2	Unit 5 - 1 2	17	4	17-Jan	SWBAT identify combinations of numbers that total 10 solve story problems about 10 with addend unknown	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction
Unit 5	1 4	Unit 5 - 1 4	17	5	18-Jan	SWBAT make combinations of 10 with two addends	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction
Unit 5			18	1	21-Jan	Dr Martin Luther King Jr Day			
Unit 5	1 5	Unit 5 - 1 5	18	2	22-Jan	SWBAT use addition and subtraction within 20 to solve story problems involving adding to taking from putting together taking apart and comparing with unknowns	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition
Unit 5	1 6	Unit 5 - 1 6	18	3	23-Jan	SWBAT use addition and subtraction within 20 to solve story problems involving adding to taking from putting together taking apart and comparing with unknowns	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition
Unit 5	1 7	Unit 5 - 1 7	18	4	24-Jan	SWBAT identify combinations of numbers that total 10 solve story problems about 10 with addend unknown	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition

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Unit 5	1 8	Unit 5 - 1 8	18	5	25-Jan	SWBAT identify combinations of numbers that total 10 solve story problems about 10 with addend unknown	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 5	2 1	Unit 5 - 2 1	19	1	28-Jan	SWBAT combine two single-digit numbers and record total in terms of how it relates to 10	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
Unit 5	2 2	Unit 5 - 2 2	19	2	29-Jan	SWBAT add within 20 demonstrating fluency for addition within 10	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
Unit 5		Unit 5 -	19	3	30-Jan	Flex Day				
Unit 5	2 3	Unit 5 - 2 3	19	4	31-Jan	SWBAT add within 20 demonstrating fluency for addition within 10	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 5	2 4	Unit 5 - 2 4	19	5	1-Feb	SWBAT Add and subtract within 20 demonstrating fluency for addition and subtraction within 10 using the relationship between addition and subtraction	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 5	2 5	Unit 5 - 2 5	18	1	4-Feb	SWBAT add within 20 demonstrating fluency for addition within 10	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
Unit 5	2 6	Unit 5 - 2 6	18	2	5-Feb	SWBAT Add and subtract within 20 solving addition and subtraction stories problems within 10	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
Unit 5	2 7	Unit 5 - 2 7	19	3	6-Feb	SWBAT Add and subtract within 20 solving addition and subtraction stories problems within 10 create equivalent expressions that make 10	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problems using addition	
Unit 5	2 8	Unit 5 - 2 8	19	4	7-Feb	SWBAT demonstrate fluency for addition and subtraction within 10	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problems using addition	
Unit 5	3 1	Unit 5 - 3 1	19	5	8-Feb	SWBAT determine if equations involving addition and subtraction are true or false	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 5	3 2	Unit 5 - 3 2	20	1	11-Feb	SWBAT solve story problems with unknown change	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi-step story problems using addition	
Unit 5		Unit 5 -	20	2	12-Feb	Flex Day				
Unit 5	3 4	Unit 5 - 3 4	20	3	13-Feb	SWBAT solve a put together/take apart problems with unknown change	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	
Unit 5	3 5	Unit 5 - 3 5	20	4	14-Feb	SWBAT develop strategies and solve story problems about unknown change	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using subtraction	

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					15-Feb	School-based PD Day (NO Students)				
Mid Winter Recess										
Unit 5	3 6	Unit 5 - 3 6	20	1	25-Feb	SWBAT determine the meaning of the equal sign identify the unknown number in an addition and subtraction equation relating three numbers	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problems using addition	
Unit 5	3 7	Unit 5 - 3 7	21	2	26-Feb	SWBAT solve story problems about unknown change	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi-step story problem using addition	
Unit 5	CR 1 6	Unit 5 - CR 1 6	21	3	27-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students			More or Less - 2-digit story problem using subtraction	
Unit 5	CR 2 2	Unit 5 - CR 2 2	21	3	27-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 5	CR 2 6	Unit 5 - CR 2 6	21	3	27-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 5	CR 3 3	Unit 5 - CR 3 3	21	4	28-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students			More or Less - 2-digit story problem using subtraction	
Unit 5	CR 3 4	Unit 5 - CR 3 4	21	4	28-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 5	CR 3 5	Unit 5 - CR 3 5	21	4	28-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 5	CR 1 4	Unit 5 - CR 1 4	21	4	28-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 6	1 1	Unit 6 - 1 1	26	3	27-Mar	SWBAT collect interpret and represent a data set	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multiple solutions story problem using addition	
Unit 6	1 2	Unit 6 - 1 2	26	4	28-Mar	SWBAT collect interpret and represent a data set	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multiple solutions story problem using addition	
Unit 6	1 3	Unit 6 - 1 3	26	5	29-Mar	SWBAT collect analyze and represent a data set	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit equal shares story problem using repeated addition	
Updated till March 29										
Unit 6		Unit 6 -	26	4	March	Family Conferences NO CLASSES				
				5	March	Reflex as a group activity			More or Less - 2-digit equal shares story problem using repeated addition	
Unit 6	1 4	Unit 6 -	27	1	March	SWBAT collect data set and represent in a bar graph develop survey question and plan for data collection	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 6	1 5	Unit 6 -	27	2	March	SWBAT create data representations of their survey results	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi step story problem using addition	
Unit 6	1 6	Unit 6 -	27	3	March	SWBAT create data representations of their survey results	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	

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Unit 6	1 7	Unit 6 -	27	4	March	SWBAT solve comparison problems with the larger amount unknown	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction
Unit 6		Unit 6	27	5	March	Spring Recess			
Unit 6		Unit 6	28	1	March	Spring Recess			
Unit 6	1 8	Unit 6 -	28	2	April	SWBAT solve comparison problems with the smaller amount unknown	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi step story problem using addition
Unit 6	1 9	Unit 6 -	28	3	April	SWBAT describe a data set solve comparison problems with bigger and smaller unknowns	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi step story problem using addition
Unit 6	2 1	Unit 6 -	28	4	April	SWBAT interpret sort and represent a data set	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction
Unit 6	2 2	Unit 6 - 2 2	28	5	April	SWBAT collect interpret and represent data sets with three categories	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction
Unit 6	2 3	Unit 6 - 2 3	29	1	April	SWBAT collect interpret and represent a data sets with three categories	Measurement and Data	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problem using repeated addition
Unit 6	CR 1 1	Unit 6 - CR 1 1	29	2	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students			More or Less - 1 and 2-digit story problem using repeated addition
Unit 6	CR 1 2	Unit 6 - CR 1 2	29	2	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	CR 1 4	Unit 6 - CR 1 4	29	2	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	CR 1 5	Unit 6 - CR 1 5	29	2	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	CR 1 6	Unit 6 - CR 1 6	29	3	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students			More or Less - 1 and 2-digit story problem using repeated subtraction
Unit 6	CR 1 7	Unit 6 - CR 1 7	29	3	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	CR 2 2	Unit 6 - CR 2 2	29	3	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	CR 2 3	Unit 6 - CR 2 3	29	3	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	nvestiga	Unit 6 - nvestigatio n 2	29	4	April	ncorporated through sessions above			More or Less - 1 and 2-digit story problem using repeated subtraction
Unit 6	CR 1 3	Unit 6 - CR 1 3	29	4	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	nvestiga	Unit 6 - nvestigatio n 1	29	4	April	ncorporated through sessions above			
Unit 6	nvestiga	Unit 6 - nvestigatio n 2	29	5	April	Reflex as a group activity			More or Less - 1 and 2-digit story problem using repeated subtraction

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Unit 7	1 1	Unit 7 - 1 1		5	1-Mar	SWBAT solve word problems within 20 using repeated addition	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problem using repeated addition	
Unit 7	1 2	Unit 7 - 1 2	21	1	4-Mar	SWBAT solve word problems within 20 using repeated addition	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problem using repeated addition	
Unit 7	1 3	Unit 7 - 1 3	22	2	5-Mar	SWBAT solve word problems within 20 by counting groups of 10's	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction	
Unit 7	1 4	Unit 7 - 1 4	22	3	6-Mar	SWBAT find the total when given a number of objects grouped into tens or to determine the number of tens in a given amount	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction	
Unit 7	1 5	Unit 7 - 1 5	22	4	7-Mar	SWBAT find the total quantity for a number of tens or determine the number of tens in a given total	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction	
Unit 7	1 6	Unit 7 - 1 6	22	5	8-Mar	SWBAT subtract a multiple of ten from a multiple of ten	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction	
Unit 7		Unit 7 -	22	1	11-Mar	Flex Day				
Unit 7	1 7	Unit 7 - 1 7	23	2	12-Mar	SWBAT build a representation of a given multiple of 10 and then determine how many there are after a multiple of 10 is added or subtracted	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 7	1 8	Unit 7 - 1 8	23	3	13-Mar	SWBAT add and subtract a multiple of ten from a multiple of ten	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 7	2 5	Unit 7 - 2 5	23	4	14-Mar	SWBAT represent a number as groups of tens and ones add or subtract 10 and use an equation to record the results	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction	
Unit 7	2 6	Unit 7 - 2 6	23	5	15-Mar	SWBAT represent a number as groups of tens and ones add or subtract 10 and use an equation to record the results	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction	
Unit 7	2 7	Unit 7 - 2 7	23	1	18-Mar	SWBAT add and subtract 10 from 2-digit numbers and compare two numbers based on the number of tens	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 7	2 8	Unit 7 - 2 8	24	2	19-Mar	SWBAT add and subtract 10 from 2-digit numbers	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 7	CR 1 1	Unit 7 - CR 1 1	24	3	20-Mar	incorporate these routines into lesson to demo to students BUT should be practiced by students at home			More or Less - 2-digit story problem using addition	
Unit 7	CR 1 2	Unit 7 - CR 1 2	24	3	20-Mar	incorporate these routines into lesson to demo to students BUT should be practiced by students at home				

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				4	21-Mar	Family Conferences NO CLASSES			
				5	22-Mar	Network Wide Day			
Unit 7	CR 1 3	Unit 7 - CR 1 3	24	1	25-Mar	incorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 7	nvestiga	Unit 7 - nvestigatio n 3	24	1	25-Mar	ncorporated through sessions above			
Unit 7		Unit 7 -	24	2	26-Mar	Flex Day			
Unit 8	1 3	Unit 8 - 1 3	24	4	March	SWBAT build shapes using geoblocks with same height and width	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition
Unit 8	1 5	Unit 8 - 1 5	24	5	March	SWBAT use tactile information to identify 3D shapes	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction
Unit 8	1 6	Unit 8 - 1 6	25	1	March	SWBAT identify attributes of 3-D shapes and structures made with connecting cubes	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction
Unit 8	1 7	Unit 8 - 1 7	25	2	March	SWBAT draw a picture of a 3D object and identify strategies for making a 2-D picture of a 3D object	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition
Unit 8	1 8	Unit 8 - 1 8	25	3	March	SWBAT construct a small structure and create a representation of the geometric characteristics	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition
Unit 8	1 9	Unit 8 - 1 9	25	4	March	SWBAT draw building from Geoblocks and build from plans	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction
Unit 8	nvestiga	Unit 8 - nvestigatio n 1	25	5	March	ncorporated through sessions above			More or Less - 2-digit story problem using subtraction
Unit 3 +	1 1	Unit 3+ - 1 1	33	1	May	SWBAT find the total of two quantities within 6 up to total 12 OR participate in PBL/CFL	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL
Unit 3 +	1 2	Unit 3+ - 1 2	33	2	May	SWBAT fluently add within 20 OR participate in PBL/CFL	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL
Unit 3 +	1 3	Unit 3+ - 1 3	33	3	May	SWBAT fluently subtract within 12 OR participate in PBL/CFL	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL
Unit 3 +	1 4	Unit 3+ - 1 4	33	4	May	SWBAT use count on/count back when subtracting two numbers within 20 OR participate in PBL/CFL	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL
Unit 3 +	2 1	Unit 3+ - 2 1	33	5	May	SWBAT apply properties of operations to add and subtract make combinations of numbers within 7 OR participate in PBL/CFL	Numbers and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL
PBL/CFL		PBL/CFL -	32	1					

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PBL/CFL	PBL/CFL -	32	2						
PBL/CFL	PBL/CFL -	32	3						
PBL/CFL	PBL/CFL -	32	4						
PBL/CFL	PBL/CFL -	32	5						
Unit 5 +	1 1	Unit 5 + - 1 1	36	1	May	SWBAT create two-addend combinations of 10	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction
Unit 5 +	1 2	Unit 5 + - 1 2	36	2	May	SWBAT identify combinations of numbers that total 10 solve story problems about 10 with addend unknown	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using addition
Unit 5 +	1 4	Unit 5 + - 1 4	36	3	May	SWBAT make combinations of 10 with two addends	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi-step story problem using addition
Unit 5 +	1 5	Unit 5 + - 1 5	36	4	May	SWBAT use addition and subtraction within 20 to solve story problems involving adding to taking from putting together taking apart and comparing with unknowns	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction
Unit 5 +		Unit 5 + -	36	5	June	Flex Day			
Unit 5 +	1 6	Unit 5 + - 1 6	37	1	June	SWBAT use addition and subtraction within 20 to solve story problems involving adding to taking from putting together taking apart and comparing with unknowns	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction
Unit 5 +	1 7	Unit 5 + - 1 7	37	2	June	SWBAT identify combinations of numbers that total 10 solve story problems about 10 with addend unknown	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problem using repeated addition
Unit 5 +	1 8	Unit 5 + - 1 8	37	3	June	SWBAT identify combinations of numbers that total 10 solve story problems about 10 with addend unknown	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit story problem using repeated addition
Unit 5 +	2 1	Unit 5 + - 2 1	37	4	June	SWBAT combine two single-digit numbers and record total in terms of how it relates to 10	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using repeated subtraction
Unit 5 +		Unit 5 + -	37	5	June	Reflex as a group activity			More or Less - 2-digit story problem using repeated subtraction
Grade 2 Unit 1	1 1	Grade 2 Unit 1 - 1 1	38	1	June	Only complete Today's Number CR and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 1 and 2-digit story problem using repeated subtraction
Grade 2 Unit 1	1 2	Grade 2 Unit 1 - 1 2	38	2	June	Only complete Today's Number CR and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 1 and 2-digit story problem using repeated subtraction

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Grade 2 Unit 1	1 3	Grade 2 Unit 1 - 1 3	38	3	June	Only complete Today's Number CR and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 2-digit story problem using addition	
Grade 2 Unit 1	1 4	Grade 2 Unit 1 - 1 4	38	4	June	Only complete Today's Number CR and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 2-digit story problem using addition	
Grade 2 Unit 1		Grade 2 Unit 1 -	38	5	June	Flex Day				
Grade 2 Unit 1	1 5	Grade 2 Unit 1 - 1 5	39	1	June	Only complete Today's Number CR and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 2-digit story problem using subtraction	
Grade 2 Unit 1	1 6	Grade 2 Unit 1 - 1 6	39	2	June	Only complete Today's Number CR and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 2-digit story problem using subtraction	
Grade 2 Unit 1	2 1	Grade 2 Unit 1 - 2 1	39	3	June	Only complete Today's Number CR and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 2-digit story problem using addition	
Grade 2 Unit 1		Grade 2 Unit 1 -	39	4	June	Flex Day				
Grade 2 Unit 1		Grade 2 Unit 1 -	39	5	June	Last Day of School				

Week 9/10							Selected Multi-Step Problems	
DATE	Day	Type	Level	Context	Comprehension	Number Sentence		
10-Sep	M	JRU	I	Gianna had 16 marbles. Then Gianna won 25 more in a marble competition. How many marbles does Gianna have now?	Does Gianna have more or less than 25 marbles?	16+25=		
11-Sep	T	JRU	I	I had 32 pennies in my bank. During the week I earned 46 more pennies. How many pennies do I have now?	Do I have more or less than 46 pennies?	32+46=		
12-Sep	W	SRU	I	Jamal had 30 Twizzlers. He gave 19 to his friends. How many Twizzlers does Jamal have left?	Does Jamal have more or less than 30 Twizzlers left?	30-19=		
13-Sep	H	SRU	I	Mekhai's mom brought 38 cupcakes to school for Mekhai's birthday and gave 21 of them to the children. How many cupcakes does Mekhai's mom have left?	Does Mekhai's mom have more or less than 38 cupcakes left?	38-21=		
14-Sep	F	PPW-WU	I	The animal shelter has 14 cats and 29 dogs available for adoption. How many animals do they have?	Does the shelter have more or less than 29 animals?	14+29=		
Week 9/17								
DATE	Day	Type	Level	Context	Comprehension	Number Sentence		
17-Sep	M	PPW-WU	I	There are 34 girls and 49 boys on the playground. How many children are on the playground?	Are there more or less than 49 children on the playground?	34+49=		
18-Sep	T	CDU	II	Omar has 17 Cheerios in his cereal bowl. Julius has 12 Cheerios in his cereal bowl. How many more Cheerios does Omar have than Julius?	Do not ask a comprehension question for this problem type.	17-12=		
19-Sep	W	CDU	II	I have 21 rocks and 9 shells in my collection. How many more rocks do I have than shells?	Do not ask a comprehension question for this problem type.	21-9=		
20-Sep	H	M	II	Monica has 5 packages of juice boxes. There are 3 juice boxes in each package. How many juice boxes does Monica have?	Does Monica have more or less than 5 juice boxes?	3+3+3+3=		
21-Sep	F	FLEX						
Week 9/24								
DATE	Day	Type	Level	Context	Comprehension	Number Sentence		
24-Sep	M	M	II	I have 4 bags of cookies. There are 4 cookies in each bag. How many cookies do I have?	Do I have more or less than 4 cookies?	4+4+4=		
25-Sep	T	MD	II	Genesis has 18 donuts that she wants to put into boxes. If she puts 6 donuts in each box, how many boxes will she use?	Will Genesis use more or less than 18 boxes?	18-6-6-6=0		
26-Sep	W	MD	II	Priscilla has 24 cookies that she wants to put into boxes. If she puts 4 cookies in each box, how many boxes will she need?	Will Priscilla need more or less than 24 boxes?	24-4-4-4-4-4=0		
27-Sep	H	PD	II	Ms. Bell has 21 crayons. She gives the crayons to 3 children so that each child gets the same number of crayons. How many crayons does each child get?	Does each child get more or less than 21 crayons?	21-7-7-7=0		
28-Sep	F	PD	II	There are 24 children in Ms. Scott's class. She puts them into four groups with the same number of children in each group. How many children are in each group?	Are there more or less than 24 children in each group?	24-6-6-6-6=0		
Week 10/01							AF Math Stories 1 Oct #1	
DATE	Day	Type	Level	Context	Comprehension	Number Sentence		
1-Oct	M	JCU	1	There were 7 witches at the party. Some more flew over on their broomsticks. Now there are 19 witches. How many witches flew over?	Are there more or less than 19 witches who flew over?	7 + =19		
10/02	T	Spiral Review						

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10/03	W	JCU	1	There were 12 vampires in the haunted house. Then some more appeared. Now there are 16 vampires. How many vampires appeared?	Are there more or less than 16 vampires that appeared?	$12 + \quad = 16$	AF Math Stories 1 Oct #2
10/04	H			Spiral Review			
5-Oct	F	JCU	1	Khloe had 15 books. Then Khloe went to the library to get some more books. Now Khloe has 22 books. How many books did Khloe get at the library?	Did Khloe get more or less than 22 books at the library?	$15 + \quad = 22$	AF Math Stories 1 Oct #3
Week 10/08							
	Day	Type	Level	Context	Comprehension	Number Sentence	
8-Oct	M			Indigenous Peoples Day			
9-Oct	T	PPW-PU	III	I saw 27 animals at the park. 12 were squirrels and the rest were dogs. How many dogs did I see?	Did I see more or less than 27 dogs?	$12 + \quad = 27$	
10-Oct	W	PPW-PU	III	There are 31 flowers in my vase. 13 are white and the rest are yellow. How many yellow flowers are in my vase?	Are there more or less than 31 yellow flowers in my vase?	$13 + \quad = 31$	
11-Oct	H	JSU	IV	Lorenzo had some nickels for the arcade. He found 13 more nickels on his dresser. Now he has 21 nickels. How many nickels did Lorenzo have at first?	Did Lorenzo have more or less than 21 nickels at first?	$+13=21$	
12-Oct	F			FLEX			
Week 10/15							
15-Oct	M	JSU	IV	The coach had some soccer balls. He bought 16 more soccer balls. Now he has 28 soccer balls. How many soccer balls did he have to start with?	Did the coach start with more or less than 28 soccer balls?	$+16=28$	
16-Oct	T	SSU	IV	Kristine had some balloons for her party. 11 of them popped. Now she has 26 balloons. How many balloons did she start with?	Did Kristine start with more or less than 26 balloons?	$-11=26$	
17-Oct	W	SSU	IV	Dane baked some cookies. He gave 14 cookies away. Now he has 37 cookies. How many cookies did Dane start with?	Did Dane start with more or less than 37 cookies?	$-14=37$	
18-Oct	H	CRU	IV	Nyla built a tower with 27 blocks. She used 12 more blocks than Zaire. How many blocks did Zaire use?	Did Zaire use more or less than 27 blocks?	$27-12=$	
19-Oct	F	CRU	IV	Robert has 31 tiles. He has 13 more tiles than Louis. How many tiles does Louis have?	Does Louis have more or less than 31 tiles?	$31-13=$	
Week 10/22							
22-Oct	M	JRU	I	I bought 38 beads on Monday. I bought 54 more beads on Tuesday. How many beads do I have altogether?	Do I have more or less than 54 beads altogether?	$38+54=$	
23-Oct	T	JRU	I	Our class earned 16 attendance points in September. We earned 11 more in October and 24 more in November. How many attendance points did our class earn?	Did our class earn more or less than 24 attendance points?	$16+11+24=$	
24-Oct	W	CDU	II	Alyssa has 28 papers in her homework folder. Destiny has 13 papers in her homework folder. How many more papers does Alyssa have than Destiny?	Do not ask a comprehension question for this problem type.	$28-13=$	
25-Oct	H	CDU	II	There are 31 boys and 12 girls in the line for lunch. How many more boys than girls are in the line?	Do not ask a comprehension question for this problem type.	$31-12=$	
26-Oct	F			Flex Day			
Week 10/29							
29-Oct	M	CDU		Jasmine had 12 blue fish and 3 red fish. How many more blue fish did she have than red fish?	Do not ask a comprehension question for this problem type.	$21 - 3 =$	AF Math Stories 1 Dec #1
30-Oct	T			Spiral Review			

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31-Oct	W	CDU		Mr. Ochs is 7 feet tall. Mrs. Singer-Leavitt is 5 feet tall. How many feet taller is Mr. Ochs than Mrs. Singer-Leavitt?	Do not ask a comp ehension question for this problem type.	7 - 5 =	AF MathStories 1 Dec # 2
1-Nov	H			Spiral Review			
2-Nov	F	CDU		Ava invited 8 girls and 12 boys to her birthday party. How many fewer girls did she invite than boys?	Do not ask a comp ehension question for this problem type.	12 - 8 =	AF Mathr Stories 1 Dec # 4
Week 11/05							
5-Nov	M	PD-ES	II	Two children want to share 5 cupcakes so that each child gets the same amount. How many cupcakes will each child get?	Will each child get more or less than 1 cupcake?	$2\frac{1}{2} + 2\frac{1}{2} = 5$	
6-Nov	T			Election Day			
7-Nov	W	PD-ES	II	You and your friend want to share 7 mini candy bars so that each of you gets the same amount. How much mini candy bar will each of you get?	Will each of you get more or less than 1 mini candy bar?	$3\frac{1}{2} + 3\frac{1}{2} = 7$	
8-Nov	H	SCU	III	Jamar had 27 tiles in his counting jar. He took some of the tiles out of the jar. Now he has 14 tiles left in his jar. How many tiles did Jamar take out?	Did Jamar take out more or less than 27 tiles?	$27 - \quad = 14$	
9-Nov	F			Flex Day			
Week 11/12							
12-Nov	M	SCU	III	Nathan had 36 Pokemon cards. He gave some of them away. Now he has 17 left. How many cards did he give away?	Did Nathan give away more or less than 36 Pokemon cards?	$36 - \quad = 17$	
13-Nov	T	JSU	IV	Michon had some pennies in her penny jar. She collected 11 more pennies. Now she has 34 pennies in her jar. How many pennies did she start with?	Did Michon start with more or less than 34 pennies?	$+11 = 34$	
14-Nov	W	JSU	IV	Atalia saw some ants on a picnic table. Then 17 more ants crawled onto the table. Now there are 42 ants on the table. How many ants did she see first?	Did Atalia see more or less than 42 ants at first?	$+17 = 42$	
15-Nov	H	CRU	IV	Kyra has 34 stickers. She has 15 more stickers than Alex. How many stickers does Alex have?	Does Alex have more or less than 34 stickers?	$34 - 15 =$	
16-Nov	F	CRU	IV	I baked 42 cookies for the class. I baked 14 more cookies than Ms. Brickley baked. How many cookies did Ms. Brickley bake?	Did Ms. Brickley bake more or less than 42 cookies?	$42 - 14 =$	
Week 11/19							
19-Nov	M	PPW-PPU	IV	I have 13 toys in my bag. Each one is either a marble or a block. What could I have in my bag? What are all the ways you could answer this question?	Do not ask a comp ehension question for this problem type.	$+ \Delta = 13$	
20-Nov	T	PPW-PPU	IV	I have 14 coins in my bank. Each one is either a penny or a nickel. What could I have in my bank? What a e all the ways you could answer this question?	Do not ask a comp ehension question for this problem type.	$+ \Delta = 14$	
21-Nov	W	PD-ES	II	Two children want to share 9 brownies so that each child gets exactly the same amount. How much brownie should each child get?	Will each child get more or less than 1 brownie?	$4\frac{1}{2} + 4\frac{1}{2} = 9$	
22-Nov	H			Thanksgiving			
23-Nov	F			Thanksgiving			
Week 11/26							
26-Nov	M	PD-ES	II	Two children share 11 grapes so that each child gets the same amount. How many grapes will each child get?	Will each child get more or less than 1 grape?	$5\frac{1}{2} + 5\frac{1}{2} = 11$	
27-Nov	T	JRU	I	Jake had 29 comic books. His grandparents bought him 63 more comic books. How many comic books does Jake have now?	Does Jake have more or less than 63 comic books?	$29 + 63 =$	

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28-Nov	W	JRU	I	On Monday I did 23 sit-ups. On Tuesday I did 18 sit-ups, and on Wednesday I did 27 sit-ups. How many sit-ups did I do altogether?	Did I do more or less than 27 sit-ups?	$23+18+27=$	
29-Nov	H	SRU	I	First Grade has 44 bouncy balls. They gave 19 of them to Second Grade. How many bouncy balls does First Grade have left?	Does First Grade have more or less than 44 bouncy balls left?	$44-19=$	
30-Nov	F			Flex Day			
Week 12/03							
3-Dec	M	SRU	I	62 people were on the bus. 47 people got off. How many people are still on the bus?	Are more or less than 62 people still on the bus?	$62-47=$	
4-Dec	T	PPW-WU	I	There are 32 girls and 69 boys in swimming class. How many children are in swimming class?	Are there more or less than 69 children in swimming class?	$32+69=$	
5-Dec	W	PPW-WU	I	At the barbeque, 16 people ate chicken, 19 people ate hot dogs, and 24 people ate hamburgers. How many people ate at the barbeque?	Did more or less than 24 people eat at the barbeque?	$16+19+24=$	
6-Dec	R			Family Teacher Conference			
7-Dec	F	CDU	II	Abner has 33 cousins. Daisy Mae has 15 cousins. How many more cousins does Abner have than Daisy Mae?	Do not ask a comparison question for this problem type.	$33-15=$	
Week 12/10							
10-Dec	M	CDU	II	Ajeyah read 45 books, and Cerenity read 16 books. How many more books did Ajeyah read than Cerenity?	Do not ask a comparison question for this problem type.	$45-16=$	
11-Dec	T	M	II	Angela has 4 plates with 7 orange slices on each plate. How many orange slices does Angela have?	Does Angela have more or less than 7 orange slices?	$7+7+7+7=28$	
12-Dec	W			Flex Day			
13-Dec	R	M	II	Ms. Delany has 7 boxes of markers. There are 6 markers in each box. How many markers does Ms. Delany have?	Does Ms. Delany have more or less than 7 markers?	$6+6+6+6+6+6=42$	
14-Dec	F	MD	II	The coach has 29 tennis balls. If she puts 3 balls in each can, how many cans will she use?	Will the coach use more or less than 29 cans for the tennis balls?	$29-3-3-3-3-3-3-3-2=0$	
Week 12/17							
17-Dec	M	Compare		Ava invited 8 girls and 12 boys to her birthday party. How many fewer girls did she invite than boys?	Will there be more or less than 12 girls invited to the birthday party?	$12 - 4 =$	AF Math Stories 1 Dec # 4
18-Dec	T			Spiral Review			
19-Dec	W	Compare		Malliah saw 6 spiders in the forest. Harris saw 7 more than Malliah. How many spiders did Harris see?	Did Harris see more or less than 6 spiders in the forest?	$6 + 7 =$	AF Math Stories 1 Dec # 5
20-Dec	H			Spiral Review			
21-Dec	F	Compare		Buddy has 4 more bones than Spot. Spot has 11 bones. How many bones does Buddy have?	Will Buddy have more or less than 11 bones?	$+ 4 = 11$	AF Math Stories 1 Dec # 6
Week 01/07/2019							
7-Jan	M			Network-Wide PD Day			
8-Jan	T	PD	II	Abibat has 18 hair beads. She wants to make 6 braids with the same number of beads in each braid. How many beads will be in each braid?	Will there be more or less than 18 beads in each braid?	$18-3-3-3-3-3=0$	
9-Jan	W	PD	II	Kristian had 26 rocks in his collection. He put them into 5 boxes with the same number of rocks in each box. How many rocks are in each box?	Are there more or less than 26 rocks in each box?	$26-5-5-5-5-5=1=0$	
10-Jan	R	PD-ES	II	Four children want to share 5 candy bars so that everyone gets the same amount. How much candy bar does each child get?	Does each child get more or less than 1 candy bar?	$1\frac{1}{4}+1\frac{1}{4}+1\frac{1}{4}+1\frac{1}{4}=5$	
11-Jan	F			Flex Day			
Week 01/14/2019							

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14-Jan	M	PD-ES	II	Four children want to share 10 brownies so that each child gets exactly the same amount. How much brownie should each child get?	Will each child get more or less than 1 brownie?	$2\frac{1}{2}+2\frac{1}{2}+2\frac{1}{2}+2\frac{1}{2}=10$	
15-Jan	T	SCU	III	Layla has 41 french fries. She ate some of them. Now she has 19 left. How many french fries did Layla eat?	Did Layla eat more or less than 41 french fries?	$41- =19$	
16-Jan	W	SCU	III	There were 44 bees in the garden. Some of them flew away. Now there are 26 bees in the garden. How many bees flew away?	Did more or less than 44 bees fly away?	$44- =26$	
17-Jan	R	PPW-PU	III	There are 32 people waiting in line for the roller coaster. 19 are adults and the rest are children. How many children are waiting in line?	Are there more or less than 32 children waiting in line?	$19+ =32$	
18-Jan	F	PPW-PU	III	The peddler had 35 caps. 16 were brown and the rest were red. How many caps were red?	Were more or less than 35 of the caps red?	$16+ =35$	
Week 01/21/18							
21-Jan				Martin Luther King Jr. Day			
22-Jan	T	JSU	IV	Jayden's basketball team scored some points in the first half. In the second half they scored 23 points. They scored 53 points altogether. How many points did the team score in the first half?	Did the team score more or less than 53 points in the first half?	$+23=53$	
23-Jan	W	JSU	IV	Kayla had some beads. Her friends gave her 28 more. Now she has 64 beads. How many beads did she start with?	Did Kayla start with more or less than 64 beads?	$+28=64$	
24-Jan	R	SSU	IV	Jackson had some Valentine cards. He gave out 16 of them. Then he had 48 left. How many cards did he have at first?	Did Jackson have more or less than 48 Valentine cards at first?	$-16=48$	
25-Jan	F	SSU	IV	Tiffany had some crayons. She lost 19 of them. Now she has 52 crayons. How many crayons did she have to start with?	Did Tiffany start with more or less than 52 crayons?	$-19=52$	
Week of 01/28/18							
28-Jan	M	MS	III	22 children were racing their bikes. Then some more children joined the race. There are 37 kids racing now. How many children joined the race?	Did more or less than 22 children join the race?	$22 + = 37$	AF Math Stories 1 Feb # 1
29-Jan	T			Spiral Review			
30-Jan	W	MS	III	31 flowers were growing in the garden. Sarah picked 17 of them. How many flowers are still in the garden?	Will there be more or less than 31 flowers still in the garden?	$31 - 17 =$	AF Math Stories 1 Feb # 2
31-Jan	R			Spiral Review			
1-Feb	F	MS	III	Some bunnies were hopping in the cage. Farmer Brown put 13 more bunnies into the cage. Now there are 38 bunnies hopping in the cage. How many bunnies did Farmer Brown add to the cage?	Did Farmer Brown add more or less than 38 bunnies to the cage?	$+ 13 = 38$	AF Math Stories 1 Feb # 4
Week of 02/04/19							
4-Feb	M	CQU	IV	Jenelsie has 14 Skittles. William has 17 more Skittles than Jenelsie. How many Skittles does William have?	Does William have more or less than 17 skittles?	$14+17=$	
5-Feb	T	CQU	IV	Tommy has 18 crickets. Freddie has 26 more crickets than Tommy. How many crickets does Freddie have?	Does Freddie have more or less than 26 crickets?	$18+26=$	
6-Feb	W	CRU	IV	Abdoulaye collected 48 seashells at the beach. He collected 21 more than Taylor. How many seashells did Taylor collect?	Did Taylor collect more or less than 48 seashells?	$48-21=$	
7-Feb	R	CRU	IV	Ms. B made 57 cupcakes for her class. She made 13 more than Ms. C. How many cupcakes did Ms. C make?	Did Ms. C make more or less than 57 cupcakes?	$57-13=$	
8-Feb	F	PD-ES	II	Four children want to share 9 brownies so that each child gets exactly the same amount. How much brownie will each child get?	Will each child get more or less than 1 brownie?	$2\frac{1}{4}+2\frac{1}{4}+2\frac{1}{4}+2\frac{1}{4}=9$	

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Week of 02/11/19						
11-Feb	M	PD-ES	II	Four children want to share 22 grapes. How many grapes will each child get?	Will each child get more or less than 1 grape?	$5\frac{1}{2}+5\frac{1}{2}+5\frac{1}{2}+5\frac{1}{2}=22$
12-Feb				Flex Day		
13-Feb	W	JRU	I	Last month it rained 36 inches in Seattle. This month it rained 59 inches. How many inches did it rain in Seattle altogether?	Did it rain more or less than 59 inches altogether?	$36+59=$
14-Feb	R	JRU	I	On Friday, Jamari did 27 jumping jacks. On Saturday Jamari did 21 jumping jacks, and on Sunday he did 32 jumping jacks. How many jumping jacks did Jamari do altogether?	Did Jamari do more or less than 32 jumping jacks altogether?	$27+21+32=$
15-Feb	F			School-based PD Day (NO Students)		
Mid Winter Recess						
Week of 02/25/19						
25-Feb	M	SRU	I	Ms. DeBlasio had 71 paper clips in her box. She used 39 of them. How many paper clips does Ms. DeBlasio have left in the box?	Does Ms. DeBlasio have more or less than 71 paper clips left in the box?	$71-39=$
26-Feb	T	SRU	I	Naomi had 87 crayons. She broke 59 of them. How many unbroken crayons does Naomi have?	Does Naomi have more or less than 87 unbroken crayons?	$87-59=$
27-Feb	W	PPW-WU	I	Jonathan has some marbles. 27 are large and 68 are small. How many marbles does Jonathan have altogether?	Does Jonathan have more or less than 68 marbles?	$27+68=$
28-Feb	R	PPW-WU	I	Three children were having a snowball fight. Mannie had 17 snowballs, Moe had 28 snowballs, and Jack had 23 snowballs. How many snowballs did they have altogether?	Did they have more or less than 28 snowballs?	$17+28+23=$
1-Mar	F	CDU	II	Jason has 53 pretzels. His sister, Ja'zayle, has 37 pretzels. How many more pretzels does Jason have than Ja'zayle?	Do not ask a comparison question for this problem type.	$53-37=$
Week of 03/04/19						
4-Mar	M	CDU	II	Ms. Sullivan has 65 prizes in her prize box. Ms. Richardson has 49 prizes in her prize box. How many more prizes does Ms. Sullivan have than Ms. Richardson?	Do not ask a comparison question for this problem type.	$65-49=$
5-Mar	T	M	II	My aunt bought 9 packs of gum. Each pack has 4 pieces of gum in it. How many pieces of gum does my aunt have?	Does my aunt have more or less than 9 pieces of gum?	$4+4+4+4+4+4+4+4+4=36$
6-Mar	W	M	II	Jazell has 8 baggies. He has 7 Oreos in each baggie. How many Oreos does Jazell have?	Does Jazell have more or less than 8 Oreos?	$7+7+7+7+7+7+7+7=56$
7-Mar	R	MD	II	I have 43 crayons. I want to put 7 crayons in each package. How many packages can I fill?	Will I fill more or less than 43 packages with crayons?	$43-7-7-7-7-7-7-7=0$
8-Mar	F	MD	II	I have 50 eggs for baking cookies. If each batch of cookies needs 6 eggs. How many batches of cookies can I make?	Can I make more or less than 50 batches?	$50-6-6-6-6-6-6-6-6-6-2=0$
Week of 03/11/19						
11-Mar	M	MS	III	Zilaah read 31 books on the solar system. Some were about asteroids and 15 were about the planets. How many books about asteroids did she read?	Did Zilah read more or less than 31 books about asteroids?	$+ 15 = 31$
12-Mar	T			Spiral Review		
13-Mar	W	MS	III	25 kids were swimming in the pool. 14 hopped in. How many kids are swimming now?	Are there more or less than 25 kids swimming in the pool now?	$25 - 14 =$
14-Mar	R			Spiral Review		
15-Mar	F	MS	III	Irene has 12 fewer dolls than Aakiyah. Irene has 25 dolls. How many dolls does Aakiyah have?	Does Aakiyah have more or less than 25 dolls?	$25 - 12 =$

AF Math Stories 1 Feb # 5

AF Math Stories 1 Feb # 6

AF Math Stories 1 Feb # 7

Week of 03/18/19						
18-Mar	M	PD	II	I had 32 lunches. I put the lunches into 8 bags with the same number of lunches in each bag. How many lunches are in each bag?	Are there more or less than 32 lunches in each bag?	32-4-4-4-4-4-4-4=0
19-Mar	T	PD	II	I had 43 pepperonis. I put the pepperonis onto 7 pizzas with the same number of pepperonis on each pizza. How many pepperonis are on each pizza?	Are there more or less than 43 pepperonis on each pizza?	43-6-6-6-6-6-6-1=0
20-Mar	W	JCU	III	Malik has 13 crayons. How many more crayons does he need to have 45 crayons?	Does Malik need more or less than 45 more crayons?	13+ =45
21-Mar	R			Family Conferences NO CLASSES		
22-Mar	F			Network Wide Day		
Week of 03/25/19						
25-Mar	M	JCU	III	Susie has 11 buttons. How many more buttons does she need to have 51 buttons altogether?	Does Susie need more or less than 51 more buttons?	11+ =51
26-Mar	T	Flex Day				
27-Mar	W	SCU	III	There were 53 leaves on the tree. Some of them blew away. Now there are 34 leaves on the tree. How many leaves blew away?	Did more or less than 53 leaves blow away?	53- =34
28-Mar	R	SCU	III	Savannah had 67 erasers. She lost some of them. Now she has 28 erasers. How many erasers did Savannah lose?	Did Savannah lose more or less than 67 erasers?	67- =28
29-Mar	F	PPW-PU	III	There are 46 books on the bookshelf. 21 of the books are picture books and the rest are story books. How many of the books are story books?	Are more or less than 46 of the books story books?	21+ =46
CGI Calendar Updated to 3/29/2019						
Week of 04/19						
3/5/18	M	PPW-PU	III	There are 53 children playing in the park. 27 children are on the grass and the rest are on the playground. How many children are on the playground?	Are there more or less than 53 children on the playground?	27+ =53
3/6/18	T	JSU	IV	Momodou had some stickers. He bought 31 more stickers. Now he has 72 stickers. How many stickers did he start with?	Did Momodou start with more or less than 72 stickers?	+31=72
3/7/18	W	Flex Day				
3/8/18	R	JSU	IV	Hunter had some money. He earned 28 dollars more. Now he has 77 dollars. How much money did he have at first?	Did Hunter have more or less than 77 dollars at first?	+28=77
3/9/18	F	SSU	IV	Julia had some candy. She gave away 18 pieces of candy. Now she has 64 pieces left. How many pieces of candy did she start with?	Did Julia start with more or less than 64 pieces of candy?	-18=64
Week of 03/12/18						
3/12/18	M	SSU	IV	Gregory had some money. He spent 23 dollars on a new game. Now he has 56 dollars. How much money did Gregory have to start with?	Did Gregory start with more or less than 56 dollars?	-23=56
3/13/18	T	CQU	IV	Jayden has 26 animal crackers. Amberlize has 35 more than Jayden. How many animal crackers does Amberlize have?	Does Amberlize have more or less than 35 animal crackers?	26+35=
3/14/18	W	CQU	IV	John has 27 baseball cards. Jane has 46 more baseball cards than John. How many baseball cards does Jane have?	Does Jane have more or less than 46 baseball cards?	27+46=
3/15/18	R	CRU	IV	Amadou has 52 stickers. He has 24 more stickers than Carrie. How many stickers does Carrie have?	Does Carrie have more or less than 52 stickers?	52-24=

R-23b - Supplemental Attachments-C

3/16/18	F	CRU	IV	Louis has 74 tiles. He has 38 more tiles than Carly. How many tiles does Carly have?	Does Carly have more or less than 74 tiles?	$74-38=$
Week of 03/19/18						
3/19/18	M	PPW-PPU	IV	Ms. Varney has 15 prizes in her bin. Each one is either a yo-yo or a ring. What could Ms. Varney have in her bin? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$+\Delta=15$
3/20/18	T	PPW-PPU	IV	I have 16 balls in the bag. Each one is either a basketball or a football. What could I have in the bag? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$+\Delta=16$
3/21/18	W	PD-ES	II	Two children want to share 25 cherries so that each child gets the same amount. How many cherries will each child get?	Will each child get more or less than 1 cherry?	$12\frac{1}{2}+12\frac{1}{2}=25$
3/22/18	R			Family Conferences NO CLASSES		
3/23/18	f	PD-ES	II	Four children want to share 25 grapes so that each child gets the same amount. How many grapes will each child get?	Will each child get more or less than 1 grape?	$6\frac{1}{4}+6\frac{1}{4}+6\frac{1}{4}+6\frac{1}{4}=25$
Week of 03/26/18						
3/26/18	M	JRU	I	Semisi had set up 19 dominoes. After dinner he set up 79 more dominoes. How many dominoes did Semisi set up altogether?	Did Semisi set up more or less than 79 dominoes?	$19+79=$
3/27/18	T	JRU	I	Rafael did 31 jumping jacks on Monday. He did 25 on Tuesday and 34 on Wednesday. How many jumping jacks did Rafael do altogether?	Did he do more or less than 31 jumping jacks altogether?	$31+25+34=$
3/28/18	W	SRU	I	There were 110 birds sitting on the fence. 79 of them flew away. How many birds are still on the fence?	Are more or less than 110 birds still on the fence?	$110-79=$
3/29/18	R	SRU	I	There were 105 people on the train. 68 people got off. How many people are left on the train?	Are there more or less than 105 people left on the train?	$105-68=$
3/30/18	F			No School: Spring Recess		
Week of 04/02/18						
04/02/18	M			No School: Spring Recess		
04/03/18	T	PPW-WU	I	There were 12 mothers, 21 boys, and 28 girls at the park. How many people were at the park?	Were there more or less than 28 people at the park?	$12+21+28=$
04/04/18	W	PPW-WU	I	The car wash washed 19 vans, 22 trucks, and 31 cars today. How many vehicles did the car wash wash?	Did the car wash wash more or less than 31 vehicles?	$19+22+31=$
04/05/18	R	CDU	II	Rahnell has 84 stickers. Alexander has 38 stickers. How many more stickers does Rahnell have than Alexander?	Do not ask a comprehension question for this problem type.	$84-38=$
04/06/18	F	CDU	II	Kaylanie has 75 Goldfish crackers. Heaven has 46 Goldfish crackers. How many more crackers does Kaylanie have than Heaven?	Do not ask a comprehension question for this problem type.	$75-46=$
Week of 04/09/18						
04/09/18	M	M	II	Quinlan bought 5 boxes of donuts. There were 8 donuts in each box. How many donuts did Quinlan buy?	Did Quinlan buy more or less than 8 donuts?	$8+8+8+8+8=$
04/10/18	T	M	II	For my birthday party I ordered 10 cupcakes. Each cupcake had 9 sprinkles on top. How many sprinkles were there altogether?	Were there more or less than 10 sprinkles?	$9+9+9+9+9+9+9+9+9+9=$
04/11/18	W	MD	II	I have 54 M&M's. I gave 9 M&M's to each of my friends. How many friends received M&M's?	Did each friend get more or less than 54 M&M's?	$54-9-9-9-9-9=0$
04/12/18	R	MD	II	There are 65 children going to the zoo. Each minivan can hold 7 children. How many minivans will be needed?	Will more or less than 65 minivans be needed?	$65-7-7-7-7-7-7-7-7-7-7=0$

R-23b - Supplemental Attachments-C

04/13/18	F	PD	II	Matt had 49 apples. He put the apples in 6 boxes with the same number of apples in each box. How many apples did he put in each box?	Did Matt put more or less than 49 apples in each box?	$49-8-8-8-8-8-1=0$
Week of 04/16/18						
04/16/18	M	PD	II	Elijah had 56 pencils. He put the pencils in 8 boxes with the same number of pencils in each box. How many pencils were in each box?	Are there more or less than 56 pencils in each box?	$56-7-7-7-7-7-7-7=0$
04/17/18	T	PD-ES	II	Two children want to share 1 brownie so that everyone gets exactly the same amount. How much brownie will each child get?	Will each child get more or less than 1 brownie?	$\frac{1}{2}+\frac{1}{2}=1$
04/18/18	W	PD-ES	II	Four children want to share 1 candy bar so that everyone gets exactly the same amount. How much will each child get?	Will each child get more or less than 1 candy bar?	$\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=1$
04/19/18	R	JCU	III	On the way to school, Andrew ate 19 Cheerios. At snack, he ate some more. Altogether he ate 58 Cheerios. How many Cheerios did he eat at snack?	Did Andrew eat more or less than 58 cheerios at snack?	$19+ \quad =58$
04/20/18	F			FLEX Day		
Week of 04/23/18						
4/23/18	M	JCU	III	Ralph had 23 pennies. His mom gave him some more. Now he has 64 pennies. How many pennies did his mom give him?	Did Ralph's mom give him more or less than 64 pennies?	$23+ \quad =64$
4/24/18	T	SCU	III	There were 58 leaves on the tree. Some of them blew away. Now there are 29 leaves on the tree. How many leaves blew away?	Did more or less than 58 leaves blow away?	$58- \quad =29$
4/25/18	W	SCU	III	Savannah had 66 erasers. She lost some of them. Now she has 17 erasers. How many erasers did Savannah lose?	Did Savannah lose more or less than 67 erasers?	$66- \quad =17$
4/26/18	R	PPW-PU	III	There are 51 people playing in the park. 24 are children and the rest are adults. How many adults are in the park?	Are there more or less than 51 adults in the park?	$24+ \quad =51$
4/27/18	F	PPW-PU	III	There are 63 scooters in the gym closet. 32 of them are blue and the rest are yellow. How many scooters are yellow?	Are more or less than 63 of the scooters yellow?	$32+ \quad =63$
Week of 04/30/18						
4/30/18	M	JSU	IV	Giovanni had some marbles. His friend gave him 36 more marbles. Now he has 83 marbles. How many marbles did Giovanni start with?	Did he start with more or less than 83 marbles?	$+36=83$
5/1/18	T	JSU	IV	Lauren had some stickers. Her cousin gives her 44 more. Now she has 92 stickers. How many stickers did Lauren have to start with?	Did Lauren start with more or less than 92 stickers?	$+44=92$
5/2/18	W	SSU	IV	Jaden had some Skittles. He ate 59 Skittles. Now he has 37 Skittles. How many Skittles did he have to start with?	Did Jaden start with more or less than 59 Skittles?	$-59=37$
5/3/18	R	SSU	IV	Shadeem had some money. He spent 38 dollars on a skateboard. Now he has 76 dollars. How much money did Shadeem have to start with?	Did Shadeem start with more or less than 76 dollars?	$-38=76$
5/4/18	F	CQU	IV	Warren read 28 books this year. Demarie read 64 more books than Warren. How many books did Demarie read?	Did Demarie read more or less than 64 books?	$28+64=$
Week of 05/07/18						
5/7/18	M	CQU	IV	Ms. Easton's class collected 33 education boxtops. Ms. Kimm's class collected 79 more boxtops than Ms. Easton's class. How many boxtops did Ms. Kimm's class collect?	Did Ms. Kimm's Class collect more or less than 79 boxtops?	$33+79=$

R-23b - Supplemental Attachments-C

5/8/18	T	CRU	IV	Barry has 83 baseball cards. He has 26 more cards than Jessica. How many baseball cards does Jessica have?	Does Jessica have more or less than 83 baseball cards?	$83-26=$
5/9/18	W	CRU	IV	Tommy has 91 bottle caps in his collection. He has 42 more bottle caps than Robert. How many bottle caps does Robert have?	Does Robert have more or less than 91 bottle caps?	$91-42=$
5/10/18	R	PD-ES	II	Three children want to share one brownie so that everyone gets exactly the same amount. How much brownie will each child get?	Will each child get more or less than 1 brownie?	$\frac{1}{3}+\frac{1}{3}+\frac{1}{3}=3$
5/11/18	F	PD-ES	II	Three children want to share 2 sandwiches so that everyone gets exactly the same amount. How much sandwich will each child get?	Will each child get more or less than 1 sandwich?	$\frac{2}{3}+\frac{2}{3}+\frac{2}{3}=2$
Week of 05/21/18						
5/21/18	M	M-MG	II	There are four children, and I want to give each of them a half of an apple. How many apples do I need?	Do I need more or less than 4 apples?	$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=2$
5/22/18	T	M-MG	II	Five children each want a half of a sandwich to eat. How many sandwiches do I need?	Do I need more or less than 5 sandwiches?	$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=2\frac{1}{2}$
5/23/18	W	JRU	I	I counted 37 ants on the playground. Then I counted 58 more ants on the sidewalk. How many ants did I count altogether?	Did I count more or less than 58 ants?	$37+58=$
5/24/18	R	JRU	I	A school is going on a field trip. First grade needs 34 lunches for the trip, second grade needs 26 lunches, and third grade needs 37 lunches. How many school lunches does the school need altogether?	Do they need more or less than 37 lunches altogether?	$34+26+37=$
5/25/18	F	SRU	I	Jonathan had 113 chocolate chips in a bag. He used 74 of them for a batch of muffins. How many chocolate chips does he have left?	Does Jonathan have more or less than 113 chocolate chips left?	$113-74=$
Week of 05/28/18						
5/28/18	M	SRU	I	Mr. Olinsky had 121 pencils. He gave out 78 pencils. How many pencils does he have left?	Does Mr. Olinsky have more or less than 121 pencils left?	$121-78=$
5/29/18	T	PPW-WU	I	There are 44 purple markers and 57 green markers in a box. How many markers are in the box?	Are there more or less than 57 markers in the box?	$44+57=$
5/30/18	W	PPW-WU	I	First Grade was having a can drive. Ms. Fonseca's class collected 23 cans, Mr. Gerrity's class collected 36 cans, and Ms. Kyle's class collected 24 cans. How many cans did they collect altogether?	Did they collect more or less than 36 cans?	$23+36+24=$
5/31/18	R	CDU	II	Geah's beanstalk is 91 centimeters tall. Aeisha's beanstalk is 82 centimeters tall. How much taller is Geah's beanstalk than Aeisha's?	Do not ask a comp ehension question for this problem type.	$91-82=$
6/1/18	F			FLEX Day		
Week of 06/04/18						
6/4/18	M	CDU	II	Jaylin has 114 pennies. Josiah has 87 pennies. How many more pennies does Jaylin have than Joasiah?	Do not ask a comp ehension question for this problem type.	$114-87=$
6/5/18	T	M	II	There are 9 cars parked at the drive-in movie. If there are 5 people in each car, how many people are at the drive-in movie?	Are there more or less than 9 people at the drive-in movie?	$5+5+5+5+5+5+5+5+5=$
6/6/18	W	M	II	The train has 9 cars. There are 9 people in each car. How many people are on the train?	Are there more or less than 9 people on the train?	$9+9+9+9+9+9+9+9+9=$
6/7/18	R	MD	II	Teresa made 64 apple slices. If she puts 10 apple slices on each plate, how many plates will she need?	Will Teresa need more or less than 64 plates?	$64-10-10-10-10-10-10-4=0$
6/8/18	F	MD	II	I have 68 animal crackers. I want to put 11 animal crackers in each bag. How many bags can I fill? How many animal crackers will be left over?	Can I fill more or less than 68 bags?	$68-11-11-11-11-11-11=2$
Week of 06/11/18						

R-23b - Supplemental Attachments-C

6/11/18	M	PD	II	Mckenzie had 64 crayons. She put the crayons in 7 boxes with the same number of crayons in each box. How many crayons were in each box?	Were there more or less than 64 crayons in each box?	$64 \div 7 = 9 \text{ R } 1$
6/12/18	T	PD	II	There are 77 children at field day. Ms. Haynes put them into 7 groups with the same number of children in each group. How many children are in each group?	Are there more or less than 77 children in each group?	$77 \div 7 = 11$
6/13/18	W	JCU	III	Malik has 18 gummy bears. His friend gives him some more. Now he has 71 gummy bears. How many gummy bears did his friend give him?	Did Malik's friend give him more or less than 71 gummy bears?	$71 - 18 = 53$
6/14/18	R	JCU	III	I have 26 dollars saved to buy a bike. My grandpa gave me some more money for my birthday. Now I have 84 dollars. How much money did my grandpa give me for my birthday?	Did my grandpa give me more or less than 84 dollars?	$84 - 26 = 58$
6/15/18	F			FLEX Day		
Week of 06/18/18						
6/18/18	M	SCU	III	Oded had 74 papers in her homework folder. Her mom threw some of the papers away. Now she has 31 papers in her homework folder. How many papers did Oded's mom throw away?	Did Oded's mom throw away more or less than 74 papers?	$74 - 31 = 43$
6/19/18	T	SCU	III	James had 81 cupcakes for his birthday party. He handed out some to his friends. He has 29 cupcakes left. How many cupcakes did he give to his friends?	Did James give away more or less than 81 cupcakes?	$81 - 29 = 52$
6/20/18	W	PPW-PU	III	There were 39 roses on the bushes. Then some more bloomed. Now there are 68 roses on the bushes. How many roses bloomed?	Did more or less than 68 roses bloom?	$68 - 39 = 29$
6/21/18	R			FLEX Day		
6/22/18	F			LAST Day of School		

R-23b - Supplemental Attachments-C

Unit	Session	Unit-Session	Week	Day of Week	Date	Objective	Student Focus	Focus for Teacher	CGI	Spiral Focus
Unit 1	CR 1 1	Unit 1 - CR 1 1	1	1	10-Sep	incorporate these classroom routines into lesson to demo to students BUT should be practiced			More or Less - 2-digit number story problems using addition	
Unit 1	1 1	Unit 1 - 1 1	1	2	11-Sep	SWBAT find different ways to arrange 10 cubes and use addition expressions to describe	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using addition	
Unit 1	1 2	Unit 1 - 1 2	1	3	12-Sep	SWBAT count within 100 identify characteristics of connecting cubes and pattern blocks	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using subtraction	
Unit 1	1 3	Unit 1 - 1 3	1	4	13-Sep	SWBAT solve word problems involving dollar bills quarters dimes nickels and pennies using \$ and ¢ symbols	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using subtraction	
Unit 1	1 4	Unit 1 - 1 4	1	5	14-Sep	SWBAT compare the 100 chart with the number line write and use the counting sequence	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems addition	
Unit 1	1 5	Unit 1 - 1 5	2	1	17-Sep	SWBAT count within 100 skip count by 2's 5's and 10's	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using addition	Counting within 100
Unit 1	1 6	Unit 1 - 1 6	2	2	18-Sep	SWBAT count within 100 skip count by 2's 5's and 10's	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using subtraction	Counting within 100
Unit 1	2 1	Unit 1 - 2 1	2	3	19-Sep	SWBAT create expressions using addition and subtraction represent numbers on a number line	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using subtraction	Addition and Subtraction and Number Line
Unit 1	2 2	Unit 1 - 2 2	2	4	20-Sep	SWBAT fluently add within 20	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit number story problems repeated addition	Fluency within 20 and Order
Unit 1	2 3	Unit 1 - 2 3	2	5	21-Sep	SWBAT solve story problems with multiple addends within 20	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit number story problems repeated addition	Fluency within 20 Adding two or more numbers Order
Unit 1	2 4	Unit 1 - 2 4	3	1	24-Sep	SWBAT solve story problems with multiple addends using addition within 25	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit number story problems using repeated subtraction	Fluency within 20 Adding two or more numbers

R-23b - Supplemental Attachments-C

Unit 1	2 5	Unit 1 - 2 5	3	2	25-Sep	SWBAT fluently add within 20	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit number story problems using repeated subtraction	Addition within 20
Unit 1	2 6	Unit 1 - 2 6	3	3	26-Sep	SWBAT fluently subtract within 20 using mental strategies	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit number story problems using repeated subtraction	Subtraction within 20
Unit 1	2 8	Unit 1 - 2 8	3	4	27-Sep	SWBAT fluently add and subtract single-digit numbers	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit number story problems using repeated subtraction	Addition/Subtraction within 10
Unit 1			3	5	28-Sep	Flex Day			Reflex Launch	
Unit 1	3 1	Unit 1 - 3 1	4	1	1-Oct	SWBAT solve comparison story problems with a difference unknown	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi-step number story problems using addition/subtraction	Addition/Subtraction within 10
Unit 1	3 2	Unit 1 - 3 2	4	2	2-Oct	SWBAT fluently subtract within 20 using mental strategies	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	Subtraction within 10
Unit 1	3 3	Unit 1 - 3 3	4	3	3-Oct	SWBAT count coins to 50 cents add/subtract within 20	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit multi-step number story problems using addition/subtraction	Dimes Nickels and Pennies
Unit 1	3 4	Unit 1 - 3 4	4	4	4-Oct	SWBAT solve comparison story problems with a difference unknown count coins to 50 cents	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	Subtraction within 10
Unit 1	3 5	Unit 1 - 3 5	4	5	5-Oct	SWBAT count by groups of 2 5 and 10	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi-step number story problems using addition/subtraction	Skip Counting within 100
Unit 1					8-Oct	Indigenous People's Day				
Unit 1	3 6	Unit 1 - 3 6	5	1	9-Oct	SWBAT fluently add and subtract using dimes and pennies	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using subtraction	Dimes Nickels and Pennies
Unit 1	3 7	Unit 1 - 3 7	5	2	10-Oct	SWBAT count by groups of 5 and 10 fluently add and subtract using dimes and pennies	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using subtraction	Addition/Subtraction within 100
Unit 1	CR 1 2	Unit 1 - CR 1 2	5	3	11-Oct				More or Less - 2-digit number story problems using addition	Addition/Subtraction within 100
Unit 1	CR 1 3	Unit 1 - CR 1 3	5	3	11-Oct	incorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 1	CR 1 4	Unit 1 - CR 1 4	5	3	11-Oct	incorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 1	CR 1 5	Unit 1 - CR 1 5	5	3	11-Oct	incorporate these routines into lesson to demo to students BUT should be practiced by students at home				

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Unit 1	CR 1 6	Unit 1 - CR 1 6	5	3	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1	CR 2 4	Unit 1 - CR 2 4	5	3	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1	CR 3 3	Unit 1 - CR 3 3	5	3	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1	CR 3 4	Unit 1 - CR 3 4	5	3	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1	CR 3 5	Unit 1 - CR 3 5	5	3	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1	CR 3 7	Unit 1 - CR 3 7	5	3	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1	CR 4 2	Unit 1 - CR 4 2	5	3	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1	CR 4 4	Unit 1 - CR 4 4	5	3	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1	CR 4 5	Unit 1 - CR 4 5	5	4	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1	nvestigat	Unit 1 - nvestigation 2	5	4	11-Oct	Reflex Math Launch (if available) otherwise Practice CR's			
Unit 1	nvestigat	Unit 1 - nvestigation 4	5	4	11-Oct	ncorporated through sessions above			
Unit 1	nvestigat	Unit 1 - nvestigation 4	5	4	11-Oct	ncorporated through sessions above			
Unit 1	CR 2 4	Unit 1 - CR 2 4	5	4	11-Oct	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 1			5	5	12-Oct	Flex Day			
Unit 2	2	Unit 2 - 2	23	4	March	ncorporated through sessions above			More or Less - 2 and 3-digit number story problems using subtraction
Unit 2	2 3	Unit 2 - 2 3	23	5	March	SWBAT partition rectangles into rows and columns to find total	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using addition/subtraction
Unit 2	2 4	Unit 2 - 2 4	24	1	March	SWBAT partition rectangles into rows and columns to find total	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using addition/subtraction
Unit 2	2 5	Unit 2 - 2 5	24	2	March	SWBAT find number of groups by building rectangles using tiles	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using subtraction
Unit 2	2 6	Unit 2 - 2 6	24	3	March	SWBAT partition rectangles into rows and columns to find total find number of groups by building rectangles using tiles	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using subtraction
Unit 2	3 1	Unit 2 - 3 1	24	4	March	SWBAT solve story problems by partitioning shapes into halves	Geometry	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using addition
Unit 2		Unit 2 -	24	5	March	Flex Day			
Unit 2	4	Unit 2 - 4	25	1	March	ncorporated through sessions above			More or Less - 2-digit number story problems using addition
Unit 2	CR 2 1	Unit 2 - CR 2 1	25	1	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 2	CR 2 2	Unit 2 - CR 2 2	25	1	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 2	CR 2 5	Unit 2 - CR 2 5	25	1	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 2	CR 3 1	Unit 2 - CR 3 1	25	1	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 2	CR 3 3	Unit 2 - CR 3 3	25	2	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			More or Less - single-digit number equal share story problems using addition
Unit 2	CR 3 4	Unit 2 - CR 3 4	25	2	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			

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Unit 2	CR 3 7	Unit 2 - CR 3 7	25	2	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 2	CR 3 8	Unit 2 - CR 3 8	25	2	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 2	Investigation 2	Unit 2 - Investigation 2	25	2	March	ncorporated through sessions above				
Unit 2	CR	Unit 2 - CR	25	2	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 2	CR 1 1	Unit 2 - CR 1 1	25	3	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			More or Less - single-digit number equal share story problems using addition	
Unit 2	CR 1 3	Unit 2 - CR 1 3	25	3	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 2	CR 1 4	Unit 2 - CR 1 4	25	3	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 2	CR 2 1	Unit 2 - CR 2 1	25	3	March	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 2		Unit 2 -	25	3	March	Reflex for 30 mins March Madness				
Unit 2	Investigation 1	Unit 2 - Investigation 1	25	3	March	ncorporated through sessions above				
Unit 2	Investigation 3	Unit 2 - Investigation 3	25	3	March	ncorporated through sessions above				
CFL	Day 1	CFL - Day 1	6	1	15-Oct	SWBAT determine the number of tens and ones in a given number participate effectively in a math congress by discussing observations with a partner and the group	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?	More or Less - 1-digit equal shares number story problems using addition	Place Value
CFL	Day 2	CFL - Day 2	6	2	16-Oct	SWBAT demonstrate understandings of equivalence and conservation by finding multiple ways to represent numbers in tens and ones participate effectively in a math congress by discussing observations with the group	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?	More or Less - 1-digit multiple groups number story problems using addition	Place Value
CFL	Day 3	CFL - Day 3	6	3	17-Oct	SWBAT determine the number of tens and ones in a given number demonstrate understanding of regrouping in the context of addition represent their regrouping	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?	More or Less - 2-digit multiple groups number story problems using addition	Place Value
CFL	Day 4	CFL - Day 4	6	4	18-Oct	SWBAT organize their total t-shirts into boxes (hundreds) rolls (ten's) and loose ones (ones)	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?	More or Less - 2-digit number story problems using addition	Addition Expressions
CFL	Day 5	CFL - Day 5	6	5	19-Oct	SWBAT add 2 two-digit numbers by incrementing by tens and adding the ones solve addition problems with multiple two and three-digit addends	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using addition	Add/Subtract and Place Value

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CFL	Day 6	CFL - Day 6	7	1	22-Oct	SWBAT add 2 two-digit numbers by incrementing by tens and adding the ones solve addition problems with multiple two and three-digit addends solve three-digit addition problems	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using subtraction	Multiples of 10
CFL	Day 7	CFL - Day 7	7	2	23-Oct	SWBAT compare and contrast two-digit numbers subtract two numbers by incrementing the hundreds tens and ones solve three-digit subtraction problems	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using subtraction	Tens and Ones
CFL	Day 8	CFL - Day 8	7	3	24-Oct	SWBAT compare and contrast two-digit numbers use addition and subtraction strategies to find the total amount of t-shirts in the warehouse	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using addition	
CFL	Day 9	CFL - Day 9	7	4	25-Oct	Flex Day See CFL Lesson Guidance for recommendations	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?		
CFL	Day 10	CFL - Day 10	7	5	26-Oct	CFL Unit assessment	Numbers and Operations	Fidelity of CFL complete all lesson elements s purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using addition	
Unit 3	2 1	Unit 3 - 2 1	7	1	29-Oct	SWBAT Fluently add within 20 add more than two numbers and compare the total to 20	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi-step number story problems using addition/subtraction	Addition within 20
Unit 3	2 2	Unit 3 - 2 2	7	2	30-Oct	SWBAT use addition and subtraction within 100 to solve one- and two-step story problems	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Spiral Review	Addition and Subtraction Facts
Unit 3	2 3	Unit 3 - 2 3	8	3	31-Oct	SWBAT solve 'add to' and 'take from' story problems using tens and ones	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit multi-step number story problems using addition	Tens and Ones
Unit 3	2 4	Unit 3 - 2 4	8	4	1-Nov	SWBAT use place value to solve 2-digit addition and subtraction problems	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review	2-Digit Addition and Subtraction
Unit 3	2 5	Unit 3 - 2 5	8	5	2-Nov	SWBAT add multiples of 5 and 10 within 100	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit multi-step number story problems using addition/subtraction	Multiples of 5 10 100
Unit 3	2 6	Unit 3 - 2 6	9	1	5-Nov	SWBAT Fluently add within 20 using mental strategies determine if an equation equals 100	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - single-digit number story problems using repeated addition	Add within 20
Unit 3			9	2	6-Nov	Election Day				

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Unit 3	2 7	Unit 3 - 2 7	9	3	7-Nov	SWBAT add money up to a \$1 00 add amounts within 100 to solve story problems	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - single-digit number story problems using repeated addition	Pennies Nickels Dimes Quarters
Unit 3	2 8	Unit 3 - 2 8	9	4	8-Nov	SWBAT add amounts within 100 to solve story problems solve 2-digit subtraction problems	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit number story problems using repeated subtraction	2-Digit Addition and Subtraction
			9	5	9-Nov	Flex Day				
PBL			10	1	12-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit number story problems using repeated subtraction	
PBL			10	2	13-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?	More or Less - 2-digit number story problems using repeated subtraction	
PBL			10	3	14-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit number story problems using repeated subtraction	
PBL			10	4	15-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?	More or Less - 2 -digit number story problems using addition	
PBL			10	5	16-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?	More or Less - 2 -digit number story problems using addition	
PBL			11	1	19-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?	More or Less - 2 -digit number story problems using subtraction	

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PBL			11	2	20-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?	More or Less - 2 -digit number story problems using addition	
PBL			11	3	21-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas	Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?	More or Less - 2 -digit number story problems using subtraction	
PBL			11	4	22-Nov	Thanksgiving Break				
PBL			11	5	23-Nov	Thanksgiving Break				
Unit 3	2 9	Unit 3 - 2 9	12	1	26-Nov	SWBAT solve addition and subtraction problems with money using place value and property operations	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit number story problems using addition/subtraction	Pennies Nickels Dimes Quarters Dollars
Unit 3	3.1	Unit 3 - 3 1	12	2	27-Nov	SWBAT solve unknown change story problems Solve problems involving dollar bills quarters dimes nickels and pennies	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit number story problems using addition/subtraction	Pennies Nickels Dimes Quarters Dollars
Unit 3			12	3	28-Nov	Flex Day				Place Value
Unit 3	3 2	Unit 3 - 3 2	12	4	29-Nov	SWBAT understand three digits of a 3-digit number represent hundreds tens and ones solve unknown change story problems	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit number equal shares story problems using addition	Place Value
Unit 3	3 3	Unit 3 - 3 3	12	5	30-Nov	SWBAT Read and write numbers to 500 using base-ten number names and expanded form	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1-digit number equal shares story problems using addition	Fluency with 500
Unit 3	3 4	Unit 3 - 3 4	13	1	3-Dec	SWBAT add and subtract 10 from 2 and 3-digit numbers	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit number story problems using subtraction	Subtraction using 10
Unit 3	3 5	Unit 3 - 3 5	13	2	4-Dec	SWBAT add and subtract 10 from 2 and 3-digit numbers	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit number story problems using subtraction	Subtraction using 10
Unit 3	3 6	Unit 3 - 3 6	13	3	5-Dec	SWBAT solve a problem with an unknown start within 20	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1-digit number multiple groups story problems using subtraction	Subtraction using 10
Unit 3	3 7	Unit 3 - 3 7	13	4	6-Dec	Family/Teacher Conference				
			13	5	7-Dec	SWBAT solve story problems with an Unknown Change or an Unknown Start within 20	Numbers and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1-digit number multiple groups story problems using subtraction	Unknown Start

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Unit 3	CR 1 3	Unit 3 - CR 1 3	14	1	10-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			More or Less - 2-digit number story problems using addition	
Unit 3	CR 1 4	Unit 3 - CR 1 4	14	1	10-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 1 5	Unit 3 - CR 1 5	14	1	10-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 3	Unit 3 - CR 2 3	14	1	10-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 5	Unit 3 - CR 2 5	14	1	10-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 9	Unit 3 - CR 2 9	14	1	10-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 1	Unit 3 - CR 3 1	14	1	10-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 2	Unit 3 - CR 3 2	14	1	10-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 4	Unit 3 - CR 3 4	14	2	11-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			More or Less - 2-digit number story problems using addition	
Unit 3	CR 3 5	Unit 3 - CR 3 5	14	2	11-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 6	Unit 3 - CR 3 6	14	2	11-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	Investigation 3	Investigation 3	14	2	11-Dec	ncorporated through sessions above				
Unit 3	CR 1 1	Unit 3 - CR 1 1	11	2	11-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 2 4	Unit 3 - CR 2 4	14	2	11-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3	CR 3 3	Unit 3 - CR 3 3	14	2	11-Dec	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3			14	3	12-Dec	Flex Day				
Unit 4	1 1	Unit 4 - 1 1	14	4	13-Dec	SWBAT sorting data into two categories based on attributes	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problems using subtraction	Sorting
Unit 4	1 2	Unit 4 - 1 2	14	5	14-Dec	SWBAT representing interpreting and describing data on a bar graph	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problems using subtraction	Bar Graphs
Unit 4	1 4	Unit 4 - 1 4	15	1	17-Dec	SWBAT draw a bar graph (with single-unit scale) to represent a data set with up to four categories	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit multistep story problems using multiple operations	
Unit 4	1 5	Unit 4 - 1 5	15	2	18-Dec	SWBAT sort data identify categories and create a representation of data on a bar graph	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review	
Unit 4	1 6	Unit 4 - 1 6	15	3	19-Dec	SWBAT sort data identify categories and create a representation of data on a bar graph	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit multistep story problems using multiple operations	
Unit 4	2 1	Unit 4 - 2 1	15	4	20-Dec	SWBAT interpret and represent data line plots	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review	
Unit 4	2 2	Unit 4 - 2 2	15	5	21-Dec	SWBAT interpret and compare data representations	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit multistep story problems using multiple operations	
Winter Recess										
Unit 4						Network Wide Day				
Unit 4			16	2	8-Jan	Flex Day				

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Unit 4	2 3	Unit 4 - 2 3	16	3	9-Jan	SWBAT interpret and represent data line plots	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using subtraction	
Unit 4	2 4	Unit 4 - 2 4	16	4	10-Jan	SWBAT create interpret and compare data representations	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - single digit story problem using repeated addition	
Unit 4	2 5	Unit 4 - 2 5	16	5	11-Jan	SWBAT create and manipulate line plots to represent data sets	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using subtraction	
Unit 4	2 6	Unit 4 - 2 6	17	1	14-Jan	SWBAT organize represent and describe data sets presented in a line plot	Data	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction	
Unit 4	CR 1 6	Unit 4 - CR 1 6	17	2	15-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 4	CR 2 3	Unit 4 - CR 2 3	17	2	15-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 4	CR 2 5	Unit 4 - CR 2 5	17	2	15-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 4	CR 2 5	Unit 4 - CR 2 5	17	2	15-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 4	CR 1 1	Unit 4 - CR 1 1	17	2	15-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 4	CR 1 3	Unit 4 - CR 1 3	17	2	15-Jan	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 4		Unit 4 -	17	3	16-Jan	Flex Day				
Unit 5	1 1	Unit 5 - 1 1	17	4	17-Jan	SWBAT fluently add (10's 9's) and subtract(10's 9's) within 20 using mental strategies	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using addition	
Unit 5	1 2	Unit 5 - 1 2	17	5	18-Jan	SWBAT fluently add (10 9) and subtract(10 9) within 20 using mental strategies	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
			18	1	21-Jan	Dr. Martin Luther King, Jr. Day				
Unit 5	1 3	Unit 5 - 1 3	18	2	22-Jan	SWBAT fluently add and subtract tens and ones	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using subtraction	
Unit 5	1 4	Unit 5 - 1 4	18	3	23-Jan	SWBAT find and record combinations of coins that equal one dollar	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using subtraction	
Unit 5	1 5	Unit 5 - 1 5	18	4	24-Jan	SWBAT solve 2-step problems about combining two amounts of money and finding the difference between the sum and \$1 00	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 5	1 6	Unit 5 - 1 6	18	5	25-Jan	SWBAT solve 2-step problems about combining two amounts of money and finding the difference between the sum and \$1 00	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 5	2 2	Unit 5 - 2 2	19	1	28-Jan	SWBAT read and write numbers to 1000 using base-ten numerals number names and expanded form	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using addition	

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Unit 5	2 3	Unit 5 - 2 3	19	2	29-Jan	SWBAT read and write numbers to 1000 using base-ten numerals number names and expanded form understand 3 digits of a 3-digit number represent amounts of hundreds tens and ones	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using addition
Unit 5	2 4	Unit 5 - 2 4	19	3	30-Jan	SWBAT mentally add and subtract 10 and 100 from 3-digit numbers within 1000 based on place value and/or the relationship between addition and subtraction	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - single-digit equal share story problem using addition
Unit 5	2 5	Unit 5 - 2 5	19	4	31-Jan	SWBAT understand three digits of a 3-digit number represent amounts of hundreds tens and ones	Number and Operations	Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using subtraction
Unit 5	2 4		19	5	1-Feb	Flex Day			
Unit 5	3 7	Unit 5 - 3 7	20	1	4-Feb	SWBAT fluently add within 100 using notation strategies skip count 5's and 10's	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 3-digit multi-step story problem using addition
Unit 5	CR 1 6	Unit 5 - CR 1 6	20	2	5-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			More or Less - 2-digit compare story problem using subtraction
Unit 5	CR 2 3	Unit 5 - CR 2 3	20	2	5-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 5	CR 2 6	Unit 5 - CR 2 6	20	2	5-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 5	CR 3 1	Unit 5 - CR 3 1	20	2	5-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 5	CR 3 2	Unit 5 - CR 3 2	20	3	6-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			More or Less - 2-digit compare story problem using subtraction
Unit 5	CR 1 1	Unit 5 - CR 1 1	20	3	6-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 5	CR 1 5	Unit 5 - CR 1 5	20	3	6-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 5	CR 2 2	Unit 5 - CR 2 2	20	3	6-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 5	CR 2 4	Unit 5 - CR 2 4	20	3	6-Feb	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	1 1	Unit 6 - 1 1	28	1	18-Mar	SWBAT measure with non-standard units identify strategies for accurate measurement	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit story problem using repeated addition
Unit 6	1 2	Unit 6 - 1 2	28	2	19-Mar	SWBAT measure with non-standard units compare measurements to find difference	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated addition
Unit 6	1 3	Unit 6 - 1 3	28	3	20-Mar	SWBAT use cubes to measure and represent results in table and line plot	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction
			28	4	21-Mar	Family Conferences NO CLASSES			
				5	22-Mar	Network Wide Day			

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Unit 6	1 4	Unit 6 - 1 4	29	1	25-Mar	SWBAT create a 12-inch measuring tool	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction	
Unit 6	1 5	Unit 6 - 1 5	29	2	26-Mar	SWBAT use a numbered tool to measure lengths	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 3-digit story problem using repeated subtraction	
Unit 6			29	3	27-Mar	Flex Day				
Unit 6	1 6	Unit 6 - 1 6	29	4	28-Mar	SWBAT identify measurement techniques for accuracy and precision	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 6	2 1	Unit 6 - 2 1	29	5	29-Mar	SWBAT compare measuring tools measure objects	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Updated till March 29										
Unit 6	2 2	Unit 6 - 2 2	30	1	April	SWBAT measure length and width compare measurements	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	
Unit 6	2 3	Unit 6 - 2 3	30	2	April	SWBAT create centimeter and meter measuring tools identify objects 1 meter and 1 centimeter long	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	
			30	3	April	Reflex for 30 mins			More or Less - 2 and 3-digit story problem using addition	
Unit 6	2 4	Unit 6 - 2 4	30	4	April	SWBAT use inches and centimeters to measure represent data on a line plot	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 6	2 5	Unit 6 - 2 5	30	5	April	SWBAT use inches and centimeters to measure represent data on a line plot	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 6	2 6	Unit 6 - 2 6	31	1	April	SWBAT estimate and measure length in inches and centimeters	Data and Measurement	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 6	TMM 1 2	Unit 6 - TMM 1 2	31	2	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students			More or Less - 2 and 3-digit story problem using subtraction	
Unit 6	TMM 1 3	Unit 6 - TMM 1 3	31	2	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				

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Unit 6	TMM 1 4	Unit 6 - TMM 1 4	31	2	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	TMM 1 5	Unit 6 - TMM 1 5	31	3	April	ncorporate these routines into lesson to demo to students BUT should be practiced by stud	More or Less - 2 and 3-digit story problem using subtraction		
Unit 6	TMM 1 6	Unit 6 - TMM 1 6	31	3	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	TMM 1 1	Unit 6 - TMM 1 1	31	3	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	TMM 3 1	Unit 6 - TMM 3 1	31	4	April	ncorporate these routines into lesson to demo to students BUT should be practiced by stud	More or Less - 2-digit story problem using addition		
Unit 6	TMM 3 2	Unit 6 - TMM 3 2	31	4	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	TMM 3 3	Unit 6 - TMM 3 3	31	4	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	TMM 3 4	Unit 6 - TMM 3 4	31	5	April	ncorporate these routines into lesson to demo to students BUT should be practiced by stud	More or Less - 2-digit story problem using addition		
Unit 6	TMM 3 5	Unit 6 - TMM 3 5	31	5	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 6	TMM 3 6	Unit 6 - TMM 3 6	31	5	April	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home			
Unit 7	1 1	Unit 7 - 1 1	20	4	7-Feb	SWBAT determine numbers that can and cannot be made into groups of two and two equal groups	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated addition
Unit 7	1 2	Unit 7 - 1 2	20	5	8-Feb	SWBAT solve problems with even and odd numbers and determine if a number can be divided into 2 equal groups with no leftovers	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated addition
Unit 7	1 3	Unit 7 - 1 3	21	1	11-Feb	SWBAT solve problems with even and odd numbers and determine if a number can be divided into 2 equal groups with no leftovers	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction
Unit 7	1 4	Unit 7 - 1 4	21	2	12-Feb	SWBAT solve problems with even and odd numbers and determine if a number can be divided into 2 equal groups with no leftovers	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction
Unit 7	2 1	Unit 7 - 2 1	21	3	13-Feb	SWBAT use addition to find the total number of objects arranged in arrays	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 2-digit story problem using repeated subtraction
Unit 7	2 2	Unit 7 - 2 2	21	4	14-Feb	SWBAT use addition to find the total number of objects arranged in arrays represent equal groups in tables and record addition number sentence	Number and Operations	Fidelity of nvestigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1 and 3-digit story problem using repeated subtraction
Unit 7		Unit 7 -	21	5	15-Feb	School-based PD Day (NO Students)			
MidWinter Recess									

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Unit 7	2 3	Unit 7 - 2 3	23	1	25-Feb	SWBAT use addition to find the total number of objects arranged in arrays represent equal groups in tables and record addition number sentence	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition/subtraction	
Unit 7	2 4	Unit 7 - 2 4	23	2	26-Feb	SWBAT identify relationship between number of groups and total represent equal groups	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 7	2 5	Unit 7 - 2 5	23	3	27-Feb	SWBAT use pattern blocks to identify number of groups and total	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit story problem using subtraction	
Unit 7	Investigation 3	Unit 7 - Investigation 3	23	4	28-Feb	Incorporated through sessions above				
Unit 8	1 2	Unit 8 - 1 2	25	5	1-Mar	SWBAT solve comparison problems using subtraction facts	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit compare story problem using subtraction	
Unit 8	1 3	Unit 8 - 1 3	25	1	4-Mar	SWBAT solve comparison problems with a smaller unknown	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2-digit compare story problem using subtraction	
Unit 8	1 4	Unit 8 - 1 4	26	2	5-Mar	SWBAT solve subtraction problems using money	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit multiple groups story problem using repeated subtraction	
Unit 8		Unit 8 - 1 5	26	3	6-Mar	SWBAT subtract multiples of 5 from 100 solve comparison problems with a smaller unknown	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 1-digit multiple groups story problem using repeated subtraction	
Unit 8	1 5	#REF	26	4	7-Mar	SWBAT solve problems involving subtracting amounts from 100	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit multi step story problem using addition/subtraction	
				5	8-Mar	Flex Day				
Unit 8	1 7	Unit 8 - 1 7	26	1	11-Mar	SWBAT solve problems involving subtracting amounts from 100	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit multi step story problem using addition/subtraction	
Unit 8	1 8	Unit 8 - 1 8	27	2	12-Mar	SWBAT solve problems involving adding up or subtracting back to find the difference	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit multi step story problem using subtraction	

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Unit 8	1 9	Unit 8 - 1 9	27	3	13-Mar	SWBAT solve subtraction problems with 2-digit numbers	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit multi step story problem using subtraction	
Unit 8	TMM 1 2	Unit 8 - TMM 1 2	27	4	14-Mar	ncorporate these routines into lesson to demo to students BUT should be practiced by stud			More or Less - 2-digit story problem using subtraction	
Unit 8	TMM 1 4	Unit 8 - TMM 1 4	27	4	14-Mar	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 8	Investigati	Unit 8 - investigation 1	27	4	14-Mar	ncorporated through sessions above				
Unit 8	TMM 1 1	Unit 8 - TMM 1 1	27	4	14-Mar	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 8	TMM 1 5	Unit 8 - TMM 1 5	27	5	15-Mar	ncorporate these routines into lesson to demo to students BUT should be practiced by stud			More or Less - 2 and 3-digit story problem using subtraction	
Unit 8	TMM 1 6	Unit 8 - TMM 1 6	27	5	15-Mar	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 8	TMM 1 6	Unit 8 - TMM 1 6	27	5	15-Mar	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 8	TMM 1 7	Unit 8 - TMM 1 7	27	4	15-Mar	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 8	TMM 1 8	Unit 8 - TMM 1 8	27	5	15-Mar	ncorporate these routines into lesson to demo to students BUT should be practiced by students at home				
Unit 3 +	1 2	Unit 3+ - 1 2	33	1	May	SWBAT solve story problems using addition and subtraction within 100 OR participate in PBL/CFL	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
Unit 3 +	1 3	Unit 3+ - 1 3	33	2	May	SWBAT solve 2-digit story problems 10's and 1's using addition and subtraction represent 2-digit numbers as tens and ones OR participate in PBL/CFL	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
Unit 3 +	1 4	Unit 3+ - 1 4	33	3	May	SWBAT fluently add and subtract within 100 based on place value OR participate in PBL/CFL	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
Unit 3 +	1 5	Unit 3+ - 1 5	33	4	May	SWBAT write an expression to represent a 2-digit number using tens and ones OR participate in PBL/CFL	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
Unit 3 +	1 6	Unit 3+ - 1 6	33	5	May	SWBAT add and subtract within 100 using place value/tens and ones OR participate in PBL/CFL	Numbers and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	CG block allocated to PBL/CFL	
PBL/CFL		PBL/CFL -	32	1						
PBL/CFL		PBL/CFL -	32	2						
PBL/CFL		PBL/CFL -	32	3						
PBL/CFL		PBL/CFL -	32	4						
PBL/CFL		PBL/CFL -	32	5						

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Unit 5 +	1 1	Unit 5 + - 1 1	35	1	May	SWBAT fluently add (10 9) and subtract(10 9) within 20 using mental strategies	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using repeated subtraction	
Unit 5 +	1 2	Unit 5 + - 1 2	35	2	May	SWBAT fluently add (10 9) and subtract(10 9) within 20 using mental strategies	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 5 +	1 3	Unit 5 + - 1 3	35	3	May	SWBAT fluently add and subtract tens and ones	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 5 +	2 4	Unit 5 - 2 4	35	4	May	SWBAT mentally add and subtract 10 and 100 from 3-digit numbers within 1000 based on place value and/or the relationship between addition and subtraction	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	
Unit 5 +		Unit 5 -	35	5	May	Reflex for 30 mins			More or Less - 2 and 3-digit story problem using subtraction	
Unit 5 +	2 5	Unit 5 + - 2 5	36	1	May	SWBAT understand three digits of a 3-digit number represent amounts of hundreds tens and ones	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 5 +	2 6	Unit 5 + - 2 6	36	2	May	SWBAT mentally add and subtract 10 and 100 from 3-digit numbers within 1000 based on place value and/or the relationship between addition and subtraction identify the relationship between 1 10 100 and 1 000	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 5 +	3 1	Unit 5 + - 3 1	36	3	May	SWBAT fluently add within 100 using strategies based on place value properties of operations and/or the relationship between addition and subtraction	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	
Unit 5 +	3 2	Unit 5 + - 3 2	36	4	May	SWBAT solve comparison problems with the larger amount unknown	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Reflex for 30 mins	
Unit 5 +		Unit 5 + -	36	5	June	Flex Day				
Unit 8 +	1 2	Unit 8 + - 1 2	37	1	June	SWBAT solve comparison problems using subtraction facts	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	

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Unit 8 +	1 3	Unit 8 + - 1 3	37	2	June	SWBAT solve comparison problems with a smaller unknown	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Unit 8 +	1 5	Unit 8 + - 1 5	37	3	June	SWBAT subtract multiples of 5 from 100 solve comparison problems with a smaller unknown	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problem using addition	
Unit 8 +	1 6	Unit 8 + - 1 6	37	4	June	SWBAT solve problems involving subtracting amounts from 100	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	More or Less - single-digit equal shares story problem using addition	
Unit 8 +	1 7	Unit 8 + - 1 7	37	5	June	SWBAT solve problems involving subtracting amounts from 100	Number and Operations	Fidelity of investigations 3 Routines complete all session elements s purpose behind elements being met?	Reflex for 30 mins	
Grade 3 - Unit 1	1 1	Grade 3 Unit 1 1 1	38	1	June	Only complete Practicing Place Value TMM and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 2 and 3-digit story problem using subtraction	
Grade 3 - Unit 1	1 2	Grade 3 Unit 1 1 2	38	2	June	Only complete Practicing Place Value TMM and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - single-digit multiple groups story problem using subtraction	
Grade 3 - Unit 1	1 3	Grade 3 -Unit 1 - 1 3	38	3	June	Only complete Practicing Place Value TMM and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - single-digit multiple groups story problem using subtraction	
Grade 3 - Unit 1	1 4	Grade 3 -Unit 1 - 1 4	38	4	June	Only complete Practicing Place Value TMM and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 1 and 2-digit multi-step story problem using addition/subtraction	
Grade 3 - Unit 1		Grade 3 - Unit 1	38	5	June	Reflex for 30 mins			More or Less - 1 and 2-digit multi-step story problem using addition/subtraction	
Grade 3 - Unit 1	2 1	Grade 3 -Unit 1 - 2 1	39	1	June	Only complete Counting Around the Class TMM and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 2-digit multi-step story problem using addition/subtraction	
Grade 3 - Unit 1	2 2	Grade 3 -Unit 1 - 2 2	39	2	June	Only complete Counting Around the Class TMM and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 2-digit multi-step story problem using addition/subtraction	

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Grade 3 - Unit 1	2 3	Grade 3 -Unit 1 - 2 3	39	3	June	Only complete Counting Around the Class TMM and/or Spiral Review of major concepts from this year that students should be fluent with per the CCSS			More or Less - 2-digit story problem using repeated addition	
Grade 3 - Unit 1	2 4	Grade 3 -Unit 1 - 2 4	39	4	June	Flex Day			Reflex for 30 mins	
Grade 3 - Unit 1		Grade 3 - Unit 1	39	5	June	Last Day of School				

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10/03	W	Multi-Step	ms	Evan lives 20 miles from his best friend's house. He rode his bike 6 miles before he stopped for water. Then he rode 9 miles and stopped for a snack. How far away is Evan from his friend's house now?	Is Evan more or less than 20 miles from his friend's house now?	$6 + 9 + \quad = 20$	AF Math Stories 2nd Nov #2
10/04	R			Spiral Review			
10/05	F	Multi-Step	ms	There are 35 pencils in the bin. 12 pencils are yellow and some of the pencils are red. Miss Taylor takes out 10 red pencils. How many red pencils remain in the bin?	Are there more or less than 35 red pencils remaining in the bin?	$(12 + \quad) + 10 = 35$	AF Math Stories 2nd Nov #4
Week 10/08							
	Day	Type	Level	Context	Comprehension	Number Sentence	
10/08	M			Indigenous People's Day			
10/09	T	SCU	III	Jamar had 58 tiles in his counting jar. He took some of the tiles out of the jar. Now he has 19 tiles left in his jar. How many tiles did Jamar take out?	Did Jamar take out more or less than 58 tiles?	$58 - \quad = 19$	
10/10	W	SCU	III	Monte had 61 M&Ms. He shared some of them with his friends. Now he has 24 left. How many M&Ms did Monte share with his friends?	Did Monte share more or less than 61 M&Ms?	$61 - \quad = 24$	
10/11	R	PD-ES	II	Emma shared 7 cherries with her aunt so that each of them got the same amount. How many cherries did each person get?	Did each person get more or less than 1 cherry?	$3\frac{1}{2} + 3\frac{1}{2} = 7$	
10/12	F			FLEX			
Week 10/15							
	Day	Type	Level	Context	Comprehension	Number Sentence	
10/15	M	PD-ES	II	Four children want to share 7 brownies so that each person gets the same amount? How much brownie will each child get?	Will each child get more or less than 1 brownie?	$1\frac{1}{4} + 1\frac{1}{4} + 1\frac{1}{4} + 1\frac{1}{4} = 7$	
10/16	T	M-MG	II	There are 6 children and I want to give them each a half of a banana. How many bananas do I need?	Do I need more or less than 6 bananas?	$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 3$	
10/17	W	M-MG	II	12 children each want half a sandwich. How many whole sandwiches will they need altogether?	Will they need more or less than 12 whole sandwiches?	$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 6$	
10/18	R	JRU	I	Hunter ate 34 Skittles on Monday, 68 on Tuesday, and 46 on Wednesday. How many Skittles did he eat altogether?	Did Hunter eat more or less than 68 Skittles?	$34 + 68 + 46 =$	
10/19	F	JRU	I	The grocer sold 45 melons on Thursday, 35 on Friday, and 116 on Saturday. How many melons did the grocer sell?	Did the grocer sell more or less than 116 melons?	$46 + 35 + 116 =$	
Week 10/22							
	Day	Type	Level	Context	Comprehension	Number Sentence	
10/22	M	SRU	I	132 people were on the bus. 85 people got off. How many people are still on the bus?	Are there more or less than 132 people still on the bus?	$132 - 85 =$	
10/23	T	SRU	I	Ms. DeBlasio had 145 paper clips in her box. She used 96 of them. How many paper clips does Ms. DeBlasio have left in the box?	Does Ms. DeBlasio have more or less than 145 paperclips left?	$145 - 96 =$	
10/24	W	PPW-WU	I	Mikiah has a bag of lollipops. 37 of them are blue, 169 of them are red, and 73 of them are green. How many lollipops does she have in the bag?	Does Mikiah have more or less than 169 lollipops?	$37 + 169 + 73 =$	
10/25	R	PPW-WU	I	Susie has 48 dimes, 175 pennies, and 92 nickels. How many coins does she have?	Does Susie have more or less than 175 coins?	$48 + 175 + 92 =$	
10/26				FLEX			
Week 10/29							
Selected Multi-Step Problems							

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10/29	M	Multi-Step	ms	The clothing store had 29 shirts to sell. The store sold 7 long sleeve shirts and 8 short sleeve shirts. How many shirts does the store have remaining to sell?	Did the clothing store have more or less than 29 shirts remaining to sell?	$29 - (7 + 8) =$	AF Math Stories 2nd Nov #7
10/30	T			Spiral Review			
10/31	W	Multi-Step	ms	There were 11 white flowers, 6 were yellow and the rest were pink. Frederick counted a total of 40 flowers in the garden. How many flowers were pink?	Did the garden have more or less than 40 pink flowers?	$11+6 = 40$	AF Math Stories 2nd Nov #6
11/01	R			Spiral Review			
11/02	F	Multi-Step	ms	There were 16 kids' magazines and 9 cooking magazines on the top shelf and 40 car magazines on the bottom shelf. How many more magazines were on the bottom shelf than the top shelf?	Do not ask a comprehension question for this problem type.	$40 - (16 + 9) =$	AF Math Stories 2nd Nov #8
Week 11/05							
11/05	M	M	II	Ms. Chang ordered 7 pies. Each pie was cut into 4 slices. How many slices of pie are there?	Are there more or less than 7 slices of pie?	$4+4+4+4+4+4+4=$	
11/06	T			Election Day			
11/07	W	M	II	Ms. Angeles has 7 plates. She puts 8 orange slices on each plate. How many orange slices does Ms. Angeles have?	Does Ms. Angeles have more or less than 8 orange slices?	$8+8+8+8+8+8+8=$	
11/08	R	MD	II	Genesis had 42 crayons that she wanted to put into boxes. She put 7 crayons in each box. How many boxes did she use?	Did Genesis use more or less than 42 boxes?	$42 \div 7 = 7 - 7 = 0$	
11/09	F			Flex Day			
Week 11/12							
11/12	M	MD	II	I have 49 tomatoes. If I put 8 tomatoes in each bag, how many bags of tomatoes can I make?	Can I make more or less than 49 bags of tomatoes?	$49 - 8 - 8 - 8 - 8 - 8 - 1 = 0$	
11/13	T	PD	II	I had 52 pepperonis. I put the pepperonis onto 4 pizzas with the same number of pepperonis on each pizza. How many pepperonis are on each pizza?	Are there more or less than 52 pepperonis on each pizza?	$52 - 12 - 12 - 12 - 12 - 4 = 0$	
11/14	W	PD	II	Elijah had 100 pencils. He put the pencils in 9 boxes with the same number of pencils in each box. How many pencils are in each box?	Are there more or less than 100 pencils in each box?	$100 - 11 - 11 - 11 - 11 - 11 - 11 - 11 - 11 - 1 = 0$	
11/15	R	JCU	III	The red table has 35 table points. How many more table points does the red table need to have 91 points?	Does the red table need more or less than 91 more points?	$35 + = 91$	
11/16	F	JCU	III	Genesis has 39 stickers. How many more stickers does she need to have 96 stickers?	Does Genesis need more or less than 96 more stickers?	$39 + = 96$	
Week 11/19							
11/19	M	SCU	III	Layla had 64 Goldfish crackers. She ate some of them. Now she has 28 left. How many Goldfish crackers did Layla eat?	Did Layla eat more or less than 64 crackers?	$64 - = 28$	
11/20	T	SCU	III	There were 76 bees in the garden. Some of them flew away. Now there are 37 bees in the garden. How many bees flew away?	Did more or less than 76 bees fly away?	$76 - = 37$	
11/21	W	JSU	IV	Jayden's basketball team scored some points in the first half. In the second half they scored 59 points. They scored 76 points altogether. How many points did they score in the first half?	Did Jayden's basketball team score more or less than 76 points in the first half.	$+59 = 76$	
11/22	R			Thanksgiving			
11/23	F			Thanksgiving			
Week 11/26							

R-23b - Supplemental Attachments-C

11/26	M	CQU	IV	David ate 25 peanuts. Manny ate 36 more peanuts than David. How many peanuts did Manny eat?	Did Manny eat more or less than 36 peanuts?	$25+36=$		
11/27	T	CQU	IV	Fernando built a tower of 37 blocks. Nijea built a tower with 38 more blocks than Fernando. How many blocks did Nijea use for her tower?	Did Nijea use more or less than 38 blocks for her tower?	$37+38=$		
11/28	W			Flex Day				
11/29	R	PD-ES	II	4 children want to share 5 candy bars so that everyone gets the same amount. How much candy bar does each child get?	Does each child get more or less than 1 candy bar?	$1\frac{1}{4}+1\frac{1}{4}+1\frac{1}{4}+1\frac{1}{4}=5$		
11/30	F	PD-ES	II	4 children want to share 10 brownies so that each child gets exactly the same amount. How much brownie should each child get?	Will each child get more or less than 1 brownie?	$2\frac{1}{2}+2\frac{1}{2}+2\frac{1}{2}+2\frac{1}{2}=10$		
Week 12/03								
12/03	M	CRU	IV	Robert has 44 tiles. He has 25 more tiles than Louis. How many tiles does Louis have?	Does Louis have more or less than 44 tiles?	$44-25=$		
12/04	T	CRU	IV	Kyra has 51 stickers. She has 26 more stickers than Alex. How many stickers does Alex have?	Does Alex have more or less than 51 stickers?	$51-26=$		
12/05	W	MD-MG	II	Malia has 6 cups of batter to make crepes. If each crepe takes one half cup of batter, how many crepes can Malia make?	Can Malia make more or less than 6 crepes?	$6-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}=0$		
12/06	H			Family/Teacher Conference				
12/07	F	MD-MG	II	The zookeeper has 9 cups of frog food. His frogs eat one half cup of frog food each day. How many days can he feed the frogs before the food runs out?	Can the zookeeper feed the frogs for more or less than 9 days?	$9-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}-\frac{1}{2}=0$		
Week 12/10								
12/10	M	JRU	I	Jamari did 42 jumping jacks on Monday and 61 jumping jacks on Tuesday. He did 66 more jumping jacks on Wednesday and 17 on Thursday. How many jumping jacks did Jamari do altogether?	Did Jamari do more or less than 66 jumping jacks?	$42+61+66+17=$		
12/11	T	JRU	I	On Monday I did 53 sit-ups. On Tuesday I did 75 sit-ups. On Wednesday I did 67 sit-ups, and I did another 29 sit-ups on Thursday. I took Friday off. How many sit-ups did I do last week?	Did I do more or less than 75 sit-ups?	$53+75+67+29=$		
12/12	W			Flex Day				
12/13	R	SRU	I	There were 183 birds sitting on the fence. 98 of them flew away. How many birds are still on the fence?	Are there more or less than 183 birds still on the fence?	$183-98=$		
12/14	F	SRU	I	Naomi had 212 crayons. She lost 135 of them. How many crayons does Naomi have now?	Does Naomi have more or less than 212 crayons?	$212-135=$		
Week 12/17								
12/17	M	Multi-Step	ms	20 books are in the blue bin. The blue bin has 8 more books than the red bin. How many books are in the blue and red bins combined?	Are there more or less than 20 books in the blue and red bins?	N/A	AF Math Stories Nov # 9	
12/18	T			Spiral Review				
12/19	W	Multi-Step	ms	The bookstore sold 28 books on Monday. On Tuesday, it sold 19 fewer books than on Monday. How many books did the bookstore sell on Monday and Tuesday combined?	Were there more or less than 28 books sold on Monday and Tuesday?	N/A	AF Math Stories Nov # 10	
12/20	R			Spiral Review				
12/21	F	Multi-Step	ms	Mr. Roberts graded 17 tests on Friday and 6 fewer tests on Saturday. How many tests did Mr. Roberts grade in total?	Did Mr. Roberts grade more or less than 17 tests in total?	N/A	AF Math Stories Nov # 11	

R-23b - Supplemental Attachments-C

Week 01/07/19						
01/07	M	Network Wide PD Day				
01/08	T	Flex Day				
01/09	W	PPW-WU	I	Chuckles the clown was getting ready for a party. He noticed he had 94 red balloons, 57 green balloons, 106 blue balloons, and 53 yellow balloons. How many balloons does Chuckles have in all?	Does Chuckles have more or less than 106 balloons?	$94+57+106+53=$
01/10	R	PPW-WU	I	The baker made 23 peanut butter cookies, 109 chocolate chip cookies, 51 oatmeal cookies, and 37 sugar cookies. How many cookies did the baker make?	Did the baker make more or less than 109 cookies?	$23+109+51+37=$
01/11	F	CDU	II	Julie is 57 inches tall. Her baby sister is 28 inches tall. How much taller is Julie than her baby sister?	Do not ask a comprehension question for this problem type.	$57-28=$
Week 01/14/19						
01/14	M	CDU	II	Alex read 63 books and Charlie read 14 books. How many more books did Alex read than Charlie?	Do not ask a comprehension question for this problem type.	$63-14=$
01/15	T	CDU	II	Alex read 63 books and Charlie read 14 books. How many more books did Alex read than Charlie?	Do not ask a comprehension question for this problem type.	$63-14=$
01/16	W	Flex Day				
01/17	R	MD	II	Rebecca has 54 stickers. There are 6 stickers on each page. How many pages of stickers does Rebecca have?	Does Rebecca have more or less than 54 pages of stickers?	$54-6-6-6-6-6-6-6=0$
01/18	F	MD	II	Ms. Dillard has 67 apples for making applesauce. If 7 apples are needed for each bottle of applesauce, how many bottles of applesauce can she make?	Can Ms. Dillard make more or less than 67 bottles of applesauce?	$67-7-7-7-7-7-7-7-3=0$
01/21/19						
01/21	M	MLK Day				
01/22	T	JCU	III	Malik has 48 dollars. How many more dollars does he need to have 92 dollars?	Does Malik need more or less than 92 more dollars?	$48+ =92$
01/23	W	JCU	III	Ms. Brown has 52 buttons. How many more buttons does she need to have 101 buttons altogether?	Does Ms. Brown need more or less than 101 more buttons?	$52+ =101$
01/24	R	SCU	III	There were 82 leaves on the tree. Some of them blew away. Now there are 43 leaves on the tree. How many leaves blew away?	Did more or less than 82 leaves blow away?	$82- =43$
01/25	F	SCU	III	Savannah had 93 pennies. She spent some of them. Now she has 55 pennies. How many pennies did Savannah spend?	Did Savannah spend more or less than 93 pennies?	$93- =55$
01/28/19						
01/28	M	Multi-Step	ms	The bakery made 92 muffins. 17 were blueberry, 23 were cranberry, and the rest were chocolate chip. How many chocolate chip muffins did the bakery make?	Did the bakery make more or less than 92 chocolate chip muffins?	N/A
01/29	T	Spiral Review				
01/30	W	Multi-Step	ms	Antonio gave 27 tomatoes to his neighbor and 15 to his brother. He had 72 tomatoes before giving some away. How many tomatoes does Antonio have remaining?	Will Antonio have more or less than 72 tomatoes remaining?	N/A
01/31	R	Spiral Review				
02/01	F	Multi-Step	ms	Melissa had 36 pens. She also had 17 more pencils than pens. How many pens and pencils did Melissa have?	Will Melissa have more or less	N/A
02/04/19						

AF Math Stories Dec # 1
 AF Math Stories Dec # 2
 AF Math Stories Dec # 3

R-23b - Supplemental Attachments-C

02/04	M	PPW-PU	III	The store has 103 hats. 47 are black and the rest are blue. How many hats are blue?	Are there more or less than 103 blue hats?	$47 + \quad = 103$
02/05	T	PPW-PU	III	There are 104 books on the shelf. 78 of the books are large books and the rest of the books are small books. How many of the books are small books?	Are there more or less than 104 small books?	$78 + \quad = 104$
02/06	W	JSU	IV	Micha had some money. During the summer, he earned 57 dollars. Now he has 85 dollars. How much money did he have to start with?	Did Micha start with more or less than 85 dollars?	$+57=85$
02/07	R	JSU	IV	Momodou had some stickers. He bought 69 more stickers. Now he has 91 stickers. How many stickers did he start with?	Did Momodou start with more or less than 91 stickers?	$+69=91$
02/08	F	PD-ES	II	4 children want to share 9 brownies so that each child gets exactly the same amount. How much brownie should each child get?	Will each child get more or less than 1 brownie?	$2\frac{1}{4}+2\frac{1}{4}+2\frac{1}{4}+2\frac{1}{4}=9$
02/11/19						
02/11	M	PD-ES	II	4 children want to share 11 donuts so each child gets the same amount. How many donuts will each child get?	Will each child get more or less than 1 donut?	$2\frac{3}{4}+2\frac{3}{4}+2\frac{3}{4}+2\frac{3}{4}=11$
02/12	T	CRU	IV	Larry picked 63 cherries off the cherry tree. He picked 34 more cherries than Thomas. How many cherries did Thomas pick?	Did Thomas pick more or less than 63 cherries?	$63-34=$
02/13	W	CRU	IV	Abdoulaye collected 57 seashells at the beach. He collected 39 more than Taylor. How many seashells did Taylor collect?	Did Taylor collect more or less than 57 seashells?	$57-39=$
02/14	R	PPW-PPU	IV	I have 16 fruits in my bowl. Each one is either an orange or a banana. What could I have in my bowl? What are all the ways I could answer this question?	Do not ask a comprehension question for this problem type.	$+\Delta=16$
02/15	F			School-based PD Day (NO Students)		
Midwinter Recess						
02/25/18						
02/25	M	PPW-PPU	IV	Coach has 18 balls in a bag. Each one is either a basketball or a football. What could Coach have in the bag? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$+\Delta=18$
02/26		M-MG	II	Four children want one-fourth of a cantaloupe. How many cantaloupes do they need? Eight children want one-fourth of a cantaloupe. How many cantaloupes do they need?	Do the four children need more or less than 4 cantaloupes? Do the eight children need more or less than 8 cantaloupes?	$\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=$, $\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=$
02/27	W	M-MG	II	10 children each want one-fourth of a sandwich. How many sandwiches do they need?	Do the children need more or less than 10 sandwiches?	$\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}= 2\frac{1}{2}$
02/28	R	JRU	I	The candy shop sold 142 chocolates on Thursday, 149 on Friday, and 168 on Saturday. How many chocolates did the shop sell?	Did the candy shop sell more or less than 168 chocolates?	$142+149+168=$
03/01	F	JRU	I	Demetrio delivers newspapers. He delivered 108 newspapers on Monday, 130 on Tuesday, 102 on Wednesday, and 170 on Thursday. How many newspapers did Demetrio deliver?	Did Demetrio deliver more or less than 170 newspapers?	$108+130+102+170=$
03/04/19						
03/04	M	CDU	II	Jason had 65 pretzels. His sister, Ja'zayle, had 37 pretzels. How many more pretzels did Jason have than Ja'zayle?	Do not ask a comprehension question for this problem type.	$65-37=$

R-23b - Supplemental Attachments-C

03/05	T	CDU	II	Ms. Sullivan has 71 prizes in her prize box. Ms. Richardson has 45 prizes in her prize box. How many more prizes does Ms. Sullivan have than Ms. Richardson?	Do not ask a comprehension question for this problem type.	$71-45=$	AF Math Stories Dec # 4	
03/06	W	M	II	Jazell has 10 baggies. He has 7 Oreos in each baggie. How many Oreos does Jazell have?	Does Jazell have more or less than 10 oreos?	$7+7+7+7+7+7+7+7+7=$		
03/07	R	M	II	Quinlan bought 11 boxes of cupcakes. There were 8 cupcakes in each box. How many cupcakes did Quinlan buy?	Did Quinlan buy more or less than 11 cupcakes?	$8+8+8+8+8+8+8+8+8+8=$		
03/08	F	Flex Day						
03/11/19								
03/11	M	Multi-Step	ms	There are 32 brown dogs and 19 white dogs at the park. 16 more brown dogs come to the park. How many dogs are there now at the park?	Are there more or less than 32 dog in the dog park?	N/A		
03/12	T	Spiral Review						
03/13	W	Multi-Step	ms	Sandra has 38 more coins than Martha. Sandra has 57 coins. How many coins do Sandra and Martha have together?	Will Sandra and Martha have more or less than 57 coins together?	N/A		
03/14	R	Spiral Review						
03/15	F	Multi-Step	ms	There were 55 apples were in the basket. 17 of the apples were rotten and were thrown out. 19 apples were eaten. How many apples are still in the basket?	Are there more or less than 55 apples still in the basket?	N/A		
03/18/19								
03/18	M	MD	II	There are 64 pencils. Ms. Kamin puts 8 pencils on each table. How many tables are there?	Are there more or less than 64 tables?	$64-8-8-8-8-8-8-8=0$	AF Math Stories Dec # 5	
03/19	T	MD	II	There are 77 children going to the museum. If 9 children can travel in each minibus, how many minibuses will be needed?	Will more or less than 77 minibuses be needed?	$77-9-9-9-9-9-9-9-9-9-5=0$		
03/20	W	PD	II	There are 63 children at field day. Ms. Haynes put them into 3 groups with the same number of children in each group. How many children are in each group?	Are there more or less than 63 children in each group?	$65-21-21-21=0$		
03/21	R	Family Conferences NO CLASSES						
03/22	F	Network Wide Day						
03/25/19								
03/25	M	PD	II	Abibat has 141 hair beads. She wants to make 7 braids with the same number of beads in each braid. How many beads are in each braid?	Are there more or less than 141 beads in each braid?	$141-19-19-19-19-19-19=8$		
03/26	T	JCU	III	Andrew ate 67 sunflower seeds at lunch. After school, he ate some more. Altogether he ate 105 sunflower seeds. How many sunflower seeds did he eat after school?	Did Andrew eat more or less than 105 sunflower seeds after school?	$67+ =105$		
03/27	W	Flex Day						
03/28	R	JCU	III	Ralph had 73 pennies. His mom gave him some more. Now he has 102 pennies. How many pennies did his mom give him?	Did Ralph's mom give him more or less than 102 pennies?	$73+ =102$		
03/29	F	SCU	III	The cafeteria made 98 pancakes. The children ate some of them. Now there are 63 pancakes left. How many pancakes did the children eat?	Did the children eat more or less than 98 pancakes?	$98- =63$		
CGI Calendar Updated to 3/29/2019								

R-23b - Supplemental Attachments-C

	F	SCU	III	Second Grade had 128 cupcakes for the bake sale. They sold some of them the first day. Now they have 64 cupcakes left. How many cupcakes did they sell the first day?	Did Second Grade sell more or less than 128 cupcakes the first day?	$128 - 64 = 64$
3/5/18						
3/5/18	M	JSU	IV	The librarian spent some money on books for First Grade. Then she spent \$77 on books for Second Grade. Altogether she spent \$106. How much did she spend on books for First Grade?	Did the librarian spend more or less than \$106 on books for First Grade?	$+77 = 106$
3/6/18	T	JSU	IV	Giovanni had some marbles. His brother gave him 76 more marbles. Now he has 112 marbles. How many marbles did Giovanni start with?	Did Giovanni start with more or less than 112 marbles?	$+76 = 112$
3/7/18	W	SSU	IV	The grocery store had some lemons. They sold 94 of them. Now they have 48 lemons. How many lemons did they have at first?	Did the grocery store have more or less than 94 lemons at first?	$-94 = 48$
3/8/18	R	SSU	IV	Ms. Seagrave had some popsicles. She gave 89 of them to second graders. Now she has 65 left. How many popsicles did she start out with?	Did Ms. Seagrave start with more or less than 89 popsicles?	$-89 = 65$
3/9/18	F	CQU	IV	Alexis's tomato plant is 38 centimeters tall. Michael's tomato plant is 59 centimeters taller than Alexis's. How tall is Michael's tomato plant?	Is Michael's tomato plant more or less than 59 centimeters tall?	$38 + 59 =$
3/12/18						
3/12/18	M	CQU	IV	Jayden has 46 cents. Amberlize has 57 more cents than Jayden. How much money does Amberlize have?	Does Amberlize have more or less than 57 cents?	$46 + 57 =$
3/13/18	T	PD-ES	II	Three children want to share 4 sandwiches so that they each get the same amount. How much will each get?	Will each child get more or less than 1 sandwich?	$1\frac{1}{3} + 1\frac{1}{3} + 1\frac{1}{3} = 4$
3/14/18	W	PD-ES	II	Three children want to share 8 brownies so that they each get the same amount. How much will each child get?	Will each child get more or less than 1 brownie?	$2\frac{2}{3} + 2\frac{2}{3} + 2\frac{2}{3} = 8$
3/15/18	R	CRU	IV	Nathan kicked the football 71 yards. He kicked it 48 more yards than his brother. How far did his brother kick the football?	Did Nathan's brother kick the football more or less than 71 yards?	$71 - 48 =$
3/16/18	F	CRU	IV	Amadou has 72 dollars. He has 56 more dollars than Jane. How many dollars does Jane have?	Does Jane have more or less than 72 dollars?	$72 - 56 =$
3/19/18						
3/19/18	M	MD-MG	II	Isabelle has 2 teaspoons of cinnamon. It takes one-fourth of a teaspoon of cinnamon to make a batch of muffins. How many batches of muffins can Isabelle make?	Can Isabelle make more or less than 2 batches of muffins?	$2 - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} = 0$
3/20/18	T	MD-MG	II	I have 5 cups of raisins. It takes one-fourth of a cup of raisins to make a cake. How many cakes can I make?	Will I be able to make more or less than 5 cakes?	$5 - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} - \frac{1}{4} = 0$
3/21/18	W	JRU & SRU	I	Marcus had \$152. His aunt gave him \$19 for babysitting. He spent \$16 on iTunes. How much money does Marcus have left?	Do not ask a comprehension question for this problem.	$152 + 19 - 16 =$
3/22/18	R			Family Conferences NO CLASSES		
3/23/18	F	JRU & SRU	I	Barbara had 148 dollars. She earned 26 more dollars. Then she spent 37 dollars. How much money does she have now?	Do not ask a comprehension question for this problem.	$148 + 26 - 37 =$
3/26/18						

R-23b - Supplemental Attachments-C

3/26/18	M	SRU	I	Ms. Hickman had 123 stickers. She gave out 37 stickers on Monday and 48 stickers on Tuesday. How many stickers does she have left?	Does Ms. Hickman have more or less than 123 stickers left?	$123 - 37 - 48 =$
3/27/18	T	SRU	I	Matt collected 154 aluminum cans to recycle. He gave 26 to his brother and 65 to his sister. How many cans does he have left?	Does Matt have more or less than 154 cans left?	$154 - 26 - 65 =$
3/28/18	W	CDU	II	The top of the smartboard is 92 inches high. The bookshelf is 49 inches tall. How much taller is the top of the smartboard than the bookshelf?	Do not ask a comprehension question for this problem type.	$92 - 57 =$
3/29/18	R	CDU	II	Jaylin has 117¢. Josiah has 49¢. How much more money does Jaylin have than Josiah?	Do not ask a comprehension question for this problem type.	$117 - 49 =$
3/30/18	F			No School: Spring Recess		
04/02/18						
4/2/18	M			No School: Spring Recess		
4/3/18	T	M	II	The farmer planted 9 rows of corn in his home garden. There are 9 corn plants in each row. How many corn plants does the farmer have?	Does the farmer have more or less than 9 corn plants?	$9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 =$
4/4/18	W	M	II	In the auditorium, there are 12 rows of chairs. Each row has 6 chairs. How many chairs are in the auditorium?	Are there more or less than 12 chairs in the auditorium?	$6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 =$
4/5/18	R	MD	II	I have 81 books. I put 9 books on each shelf. How many shelves did I use?	Did I use more or less than 81 shelves?	$81 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 = 0$
4/6/18	F			FLEX Day		
04/09/18						
4/9/18	M	MD	II	The grocer had 98 small oranges. He put 8 oranges in each bag. How many bags of oranges did he make?	Did the grocer make more or less than 98 bags of oranges?	$98 - 8 - 8 - 8 - 8 - 8 - 8 - 8 - 8 - 8 - 8 = 2$
4/10/18	T	PD	II	Kristian had 105 stuffed animals. He put them into 4 boxes with the same number of stuffed animals in each box. How many stuffed animals are in each box?	Are there more or less than 105 stuffed animals in each box?	$105 - 26 - 26 - 26 - 26 = 1$
4/11/18	W	PD	II	Jessica has 162 songs on her iPod. She wants to put them in 12 playlists with the same number of songs in each playlist. How many songs can she put in each playlist?	Can Jessica put more or less than 162 songs in each playlist?	$162 - 13 - 13 - 13 - 13 - 13 - 13 - 13 - 13 - 13 - 13 - 13 = 0$
4/12/18	R	JCU	III	Malik has 84 gummy bears. His friend gives him some more. Now he has 121 gummy bears. How many gummy bears did his friend give him?	Did Malik's friend give him more or less than 121 gummy bears?	$84 + = 121$
4/13/18	F	JCU	III	I have \$96 saved to buy a bike. My grandpa gave me some more money for my birthday. Now I have \$124. How much money did grandpa give me for my birthday?	Did my Grandpa give me more or less than \$124 dollars?	$96 + = 124$
04/16/18						
4/16/18	M	SCU	III	The Boy Scouts made 156 pancakes for the pancake breakfast. They served pancakes to lots of people. Now they have 18 pancakes left. How many pancakes did they serve?	Did the Boy Scouts serve more or less than 161 pancakes?	$156 - = 18$
4/17/18	T	SCU	III	In the morning, the food truck had 161 cans of soda. Some of them were sold at lunch. Now the truck has 79 cans of soda. How many cans of soda were sold at lunch?	Were more or less than 161 cans of soda sold at lunch?	$161 - = 79$

R-23b - Supplemental Attachments-C

4/18/18	W	PPW-PU	III	There are 121 children playing in the park. 89 children are on the playground and the rest are on the soccer field. How many children are on the soccer field?	Are there more or less than 121 children on the soccer field?	$89 + \quad = 121$
4/19/18	R	PPW-PU	III	There are 133 frosted animal crackers. 75 of them are pink and the rest are white. How many frosted animal crackers are white?	Are more or less than 133 of the animal crackers white?	$75 + \quad = 133$
4/20/18	F	JSU	IV	Giovanni had some marbles. His mother bought him 79 more marbles. Now he has 111 marbles. How many marbles did Giovanni start with?	Did Giovanni start with more or less than 111 marbles?	$+79=111$
04/23/18						
4/23/18	M	JSU	IV	Lauren had some stickers. She bought 89 more stickers. Now she has 115 stickers. How many stickers did Lauren have to start with?	Did Lauren start with more or less than 115 stickers?	$+89=115$
4/24/18	T	SSU	IV	Macy had a bag of mini pretzels. She and her friend ate 59 of them. Now there are 165 mini pretzels in the bag. How many mini pretzels were in Macy's bag at first?	Did Macy have more or less than 165 mini pretzels in the bag at first?	$-59=165$
4/25/18	W	SSU	IV	Ms. Pancheri had some prizes in her treasure box. She gave her students 187 prizes last month. Now she has 43 prizes in her treasure box. How many prizes did Ms. Pancheri have in her treasure box to start with?	Did Ms. Pancheri have more or less than 187 prizes in her treasure box?	$-187=43$
4/26/18	R	CQU	IV	Jessica did 42 sit-ups. Carolina did 89 more sit-ups than Jessica. How many sit-ups did Carolina do?	Did Carolina do more or less than 89 sit-ups?	$42+89=$
4/27/18	F	CQU	IV	The bush is 59 inches tall. The tree is 82 inches taller than the bush. How tall is the tree?	Is the tree more or less than 82 inches tall?	$59+82=$
04/30/18						
4/30/18	M	PD-ES	II	2 children share 1 brownie so that everyone gets exactly the same amount. How much brownie will each child get? 4 children share 1 brownie so that everyone gets exactly the same amount. How much brownie will each child get?	Will each child get more or less than 1 brownie?	$\frac{1}{2} + \frac{1}{2} = 1, \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$
5/1/18	T	PD-ES	II	4 children share 2 sandwiches so that everyone gets exactly the same amount. How much sandwich can each child have?	Can each child have more or less than 1 sandwich?	$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$
5/2/18	W	CRU	IV	Mark has 93 Skittles. He has 66 more than Lisa. How many Skittles does Lisa have?	Does Lisa have more or less than 93 Skittles?	$93 - 66 =$
5/3/18	R	CRU	IV	Second Grade collected \$94 for the fundraiser. They collected \$77 more than First Grade. How much money did First Grade collect?	Did First Grade collect more or less than \$94?	$94 - 77 =$
5/4/18	F	PPW-PPU	IV	I have 19 cupcakes in my box. Each one is either chocolate or vanilla. What could I have in my box? What are all the ways I could answer this question?	Do not ask a comprehension question for this problem type.	$+ \Delta = 19$
5/7/18						
5/7/18	M	PPW-PPU	IV	Lyzzah has 22 hair clips in her box. Each one is either pink or yellow. What could Lyzzah have in her box? What are all the ways you could answer this question?	Do not ask a comprehension question for this problem type.	$+ \Delta = 22$
5/8/18	T	M-MG	II	Each little cake takes one-third of a cup of frosting. How much frosting will be needed for three little cakes? How much frosting will be needed for six little cakes?	Will more or less than 3 cups of frosting be needed?	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$, $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$

R-23b - Supplemental Attachments-C

5/9/18	W	M-MG	II	8 children each want one-third of a banana. How many bananas are needed?	Are more or less than 8 bananas needed?	$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=\frac{7}{2}$
5/10/18	R	SRU	I	Mr. Olinsky had 182 Smelly Pencils. He gave out 55 pencils in April and 63 pencils in May. How many Smelly Pencils does he have left?	Does Mr. Olinsky have more or less than 182 pencils left?	$182-55-63=$
5/11/18	F	SRU	I	Thomas had 200 stars on his Super Mario video game. He used 69 to watch the Luigi guide. Then he earned 53 stars on the next level. How many stars does Thomas have now?	Does Thomas have more or less than 200 stars now?	$200-69+53=$
5/14/18						
5/14	M	CDU	II	The Fir tree is 129 inches tall. The Spruce tree is 141 inches tall. How much taller is the Spruce tree than the Fir tree?	Do not ask a comprehension question for this problem type.	$141-129=$
5/15	T	CDU	II	Cooper is 167 cm tall. Lincoln is 114 cm tall. How many more centimeters tall is Cooper than Lincoln?	Do not ask a comprehension question for this problem type.	$167-114=$
5/16	W	M	II	The T-ball league has 6 teams with 13 players on each team. How many players are in the T-ball league altogether?	Does the T-ball league have more or less than 13 players?	$13+13+13+13+13+13=$
5/17	R	M	II	Antoinetta arranged cookies in 8 rows on a tray. She put 12 cookies in each row. How many cookies are on the tray?	Are there more or less than 12 cookies on the tray?	$12+12+12+12+12+12+12+12=$
5/18	F	MD	II	I have 101 pennies. If lollipops cost 11 cents each, how many lollipops can I buy?	Can I buy more or less than 101 lollipops?	$101-11-11-11-11-11-11-11-11-11=2$
5/21/18						
5/21/18	M	MD	II	The librarian has \$134 to spend on books. If each book costs \$12, how many books can she buy?	Can she buy more or less than 134 books?	$134-12-12-12-12-12-12-12-12-12-12=2$
5/22/18	T	JCU	III	Sebastian had 38 pennies. His family gave him some more pennies. Now he has 114 pennies. How many pennies did Sebastian's family give him?	Did Sebastian's family give him more or less than 114 pennies?	$38+ =114$
5/23/18	W	JCU	III	The library had 27 mystery books. The librarian bought some more. Now the library has 204 mystery books. How many mystery books did the librarian buy?	Did the librarian buy more or less than 204 mystery books?	$27+ =204$
5/24/18	R	SCU	III	Our class started the year with 196 glue sticks. During the year, we used some of them up. Now we have 57 glue sticks. How many glue sticks did we use up during the year?	Did we use up more or less than 196 glue sticks?	$196- =57$
5/25/18	F	SCU	III	Mr. Rodriguez's family had 198 paper cups to use while camping this summer. At the end of the summer, they had 46 paper cups left. How many paper cups did they use while camping this summer?	Did Mr. Rodriguez's family use more or less than 198 cups?	$198- =46$
5/28/18						
5/28/18	M	JSU	IV	Alyssa had some seashells. She found 87 more. Now she has 123 seashells. How many seashells did Alyssa have to start with?	Did Alyssa start with more or less than 123 seashells?	$+87=123$
5/29/18	T	JSU	IV	Ibrahima had some pennies. His sister gave him 94 more pennies. Now he has 131 pennies. How many pennies did Ibrahima have to start with?	Did Ibrahima start with more or less than 131 pennies?	$+94=131$
5/30/18	W	SSU	IV	The pumpkin patch had lots of pumpkins. They sold 78 pumpkins. Now they have 142 pumpkins left. How many pumpkins did the pumpkin patch start with?	Did the pumpkin patch start with more or less than 142 pumpkins?	$-78=142$
5/31/18	R			Reflex for 30 mins		

Unit	Session	Unit - Session	Week	Day of Week	Date	Objective	Student Focus
Unit 1	1.1	Unit 1 - 1.1	1	1	10-Sep	SWBAT Interpret products of whole numbers and create multiplication situations.	Numbers and Operations
Unit 1	1.2	Unit 1 - 1.2	1	2	11-Sep	SWBAT represent multiplication situations, identify number of groups, number in each group (the factors), and the total number (the product).	Numbers and Operations
Unit 1	1.3	Unit 1 - 1.3	1	3	12-Sep	SWBAT build multiplication fluency through routines and solve multiplication problems.	Numbers and Operations
Unit 1	1.4	Unit 1 - 1.4	1	4	13-Sep	SWBAT represent and solve multiplication problems.	Numbers and Operations
Unit 1	2.1	Unit 1 - 2.1	2	5	14-Sep	SWBAT interpret products of single- digit whole numbers; identify, describe and compare the multiples of numbers 2, 5, and 10.	Numbers and Operations
Unit 1	2.2	Unit 1 - 2.2	2	1	17-Sep	SWBAT interpret products of single digit whole numbers; identify, describe and compare the multiples of numbers 2, 3 5, 6 and 10.	Numbers and Operations
Unit 1	2.3	Unit 1 - 2.3	2	2	18-Sep	SWBAT use multiplication within 100 to solve word problems; use multiplication/multiples facts to find products of larger numbers	Numbers and Operations
Unit 1	2.4	Unit 1 - 2.4	2	3	19-Sep	SWBAT use multiplication within 100 to solve word problems; demonstrate to double/halve factors will double/halve the product	Numbers and Operations

Unit 1	2.5	Unit 1 - 2.5	2	4	20-Sep	SWBAT use multiplication within 100 to solve word problems; explain the relationships bw skip counting, repeated addition, and multiplication.	Numbers and Operations
Unit 1		Unit 1 -	2	5	21-Sep	Flex Day	
Unit 1	2.6	Unit 1 - 2.6	3	1	24-Sep	SWBAT use multiplication within 100 to solve word problems; interpret products of single-digit whole numbers	Numbers and Operations
Unit 1	3.1	Unit 1 - 3.1	3	2	25-Sep	SWBAT find factors of 2-digit numbers up to 30 using arrays	Numbers and Operations
Unit 1	3.2	Unit 1 - 3.2	3	3	26-Sep	SWBAT identify characteristics of prime and squared numbers using arrays	Numbers and Operations
Unit 1	3.3	Unit 1 - 3.3	3	4	27-Sep	SWBAT find the area of a rectangle using multiplication; fluently multiply within 100	Numbers and Operations
Unit 1	3.4	Unit 1 - 3.4	3	5	28-Sep	SWBAT fluently multiply within 100 using arrays; find the area of a rectangle using multiplication	Numbers and Operations
Unit 1	3.5	Unit 1 - 3.5	4	1	1-Oct	SWBAT fluently multiply within 100 using known multiplication facts	Numbers and Operations
Unit 1	3.6	Unit 1 - 3.6	4	2	2-Oct	SWBAT fluently multiply within 100 using properties of operations; multiply by 0 and 1	Numbers and Operations

Unit 1	3.7	Unit 1 - 3.7	4	3	3-Oct	SWBAT find the product using single-digit multiplication facts	Numbers and Operations
Unit 1	4.1	Unit 1 - 4.1	4	4	4-Oct	SWBAT use division within 100 to solve equal groups story problems	Numbers and Operations
Unit 1	4.2	Unit 1 - 4.2	5	1	5-Oct	SWBAT use multiplication and division within 100 to solve equal groups story problems	Numbers and Operations
Unit 1					8-Oct	Indigenous People's Day	
Unit 1	4.3	Unit 1 - 4.3	5	2	9-Oct	SWBAT write and solve a multiplication and division story problem within 100	Numbers and Operations
Unit 1	4.4	Unit 1 - 4.4	5	3	10-Oct	SWBAT find the unknown factor in a division problem using arrays; multiplication facts to 10x10	Numbers and Operations
Unit 1	4.5	Unit 1 - 4.5	5	4	11-Oct	SWBAT solve multiplication and division equal groups story problems within 100	Numbers and Operations
Unit 1		- Unit 1	5	5	12-Oct	Flex Day	
Unit 1	4.6	Unit 1 - 4.6	6	1	15-Oct	SWBAT solve multiplication and division equal groups story problems within 100	Numbers and Operations
Unit 1	Investigation 1	Unit 1 - Investigation 1	6	2	16-Oct	Incorporated through sessions above	
Unit 1	Investigation 4	Unit 1 - Investigation 4	6	2	16-Oct	Incorporated through sessions above	
Unit 1	TMM 3.2	Unit 1 - TMM 3.2	6	3	17-Oct	Incorporate these routines into lesson to demo to students, BUT s	
Unit 1	TMM 3.3	Unit 1 - TMM 3.3	6	3	17-Oct	Incorporate these routines into lesson to demo to students, BUT s	

Unit 1	TMM 4.3	Unit 1 - TMM 4.3	6	4	18-Oct	Incorporate these routines into lesson to demo to students, BUT s	
Unit 1	TMM 4.4	Unit 1 - TMM 4.4	6	4	18-Oct	Incorporate these routines into lesson to demo to students, BUT s	
Unit 1	TMM 4.5	Unit 1 - TMM 4.5	6	5	19-Oct	Incorporate these routines into lesson to demo to students, BUT s	
Unit 1	TMM 4.6	Unit 1 - TMM 4.6	6	5	19-Oct	Incorporate these routines into lesson to demo to students, BUT s	
Unit 2	1.4	Unit 2 - 1.4	35	1	May	SWBAT create and analyze a bar graph that compares two groups	Measurement and Data
Unit 2	1.5	Unit 2 - 1.5	35	2	May	SWBAT create pictographs to represent a set of data	Measurement and Data
Unit 2		Unit 2	35	3	May	Reflex	
Unit 2	1.6	Unit 2 - 1.6	35	4	May	SWBAT develop a survey question and collect data; represent data in a bar graph and pictograph	Measurement and Data
Unit 2	1.7	Unit 2 - 1.7	35	5	May	SWBAT describe and summarize data represented on a double-bar graph	Measurement and Data
Unit 2		Unit 2	36	1	May	Memorial Day	
Unit 2	1.8	Unit 2 - 1.8	36	2	May	SWBAT classify a data set and develop representations	Measurement and Data
Unit 2	1.9	Unit 2 - 1.9	36	3	May	SWBAT create data representation, describe data, and compare data sets	Measurement and Data

Unit 2	2.2	Unit 2 - 2.2	36	4	May	SWBAT measure lengths using inches/feet and represent data on a line plot	Measurement and Data
Unit 2	2.4	Unit 2 - 2.4	36	5	June	SWBAT measure lengths using inches/feet and represent data on a line plot	Measurement and Data
Unit 2	2.5	Unit 2 - 2.5	37	1	June	SWBAT represent and describe class data	Measurement and Data
Unit 2	2.6	Unit 2 - 2.6	37	2	June	SWBAT create a line plot and describe a measurement data set with a scale that includes inches and half-inches	Measurement and Data
Unit 2		Unit 2 -	37	3	June	Flex Day	
Unit 2	TMM 1.1	Unit 2 - TMM 1.1	37	3	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 2	TMM 1.2	Unit 2 - TMM 1.2	37	3	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 2	TMM 2.1	Unit 2 - TMM 2.1	37	3	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 2	TMM 2.2	Unit 2 - TMM 2.2	37	3	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 2	TMM 2.3	Unit 2 - TMM 2.3	37	3	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	1.2	Unit 3 - 1.2	16	4	31-Jan	SWBAT solve story problems that involve adding 2- and 3-digit numbers.	Numbers and Operations
Unit 3	1.4	Unit 3 - 1.4	16	5	1-Feb	SWBAT use place value and known combinations of 100 to find pairs of 2-digit numbers that add to 100 or close to 100;	Numbers and Operations

Unit 3	1.5	Unit 3 - 1.5	16	1	4-Feb	SWBAT find the difference between a 2-digit number and 100 and add a 3-digit number and a 2-digit number; find different combinations of 100s, 10s, and 1s for a number and discuss their equivalence	Numbers and Operations
Unit 3	2.1	Unit 3 - 2.1	16	2	5-Feb	SWBAT construct 1000 from groups of 100	Numbers and Operations
Unit 3	2.3	Unit 3 - 2.3	16	3	6-Feb	SWBAT find the number of hundreds in the sum of 2- and 3-digit numbers; find the number of 10s in a number and pairs of 2-digit numbers that add to or get close to 100	Numbers and Operations
Unit 3	2.4	Unit 3 - 2.4	16	4	7-Feb	SWBAT use place value understanding to round whole numbers to the nearest 10 or 100; find the number of tens in 3-digit numbers, and determine the number of 100s in the sums of 3-digit addition problems	Numbers and Operations
Unit 3	3.2	Unit 3 - 3.2	16	5	8-Feb	SWBAT add 2- and 3-digit numbers and discuss their strategies	Numbers and Operations
Unit 3	3.3	Unit 3 - 3.3	16	1	11-Feb	SWBAT add and subtract ones, tens, and hundreds to and from 2- and 3-digit numbers	Numbers and Operations
Unit 3	3.4	Unit 3 - 3.4	17	2	12-Feb	SWBAT add 2- and 3-digit numbers; use place value understanding to round whole numbers to the nearest 10 or 100	Numbers and Operations

Unit 3	3.5	Unit 3 - 3.5	17	3	13-Feb	SWBAT add 2- and 3-digit numbers; use place value understanding to round whole numbers to the nearest 10 or 100	Numbers and Operations
Unit 3	Investigat	Unit 3 - Investigation 4	17	4	14-Feb	Incorporated through sessions above	
Unit 3	Investigat	Unit 3 - Investigation 5	17	4	14-Feb	Incorporated through sessions above	
Unit 3	TMM 3.1	Unit 3 - TMM 3.1	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	TMM 3.2	Unit 3 - TMM 3.2	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	TMM 3.3	Unit 3 - TMM 3.3	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	TMM 3.4	Unit 3 - TMM 3.4	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	TMM 4.4	Unit 3 - TMM 4.4	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	TMM 4.5	Unit 3 - TMM 4.5	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	TMM 5.1	Unit 3 - TMM 5.1	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	TMM 5.5	Unit 3 - TMM 5.5	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	TMM 5.6	Unit 3 - TMM 5.6	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3	TNN 5.4	Unit 3 - TNN 5.4	17	4	14-Feb	Incorporate these routines into lesson to demo to students, BUT s	
Unit 3		Unit 3 -	17	5	15-Feb	Network Wide PD Day	
MidWinter Recess							
Unit 4	1.3	Unit 4 - 1.3	33	1	May	SWBAT solve story problems involving perimeter and missing side lengths	Measurement and Data

Unit 4	1.4	Unit 4 - 1.4	33	2	May	SWBAT solve story problems involving perimeter and missing side lengths	Measurement and Data
Unit 4	1.5	Unit 4 - 1.5	33	3	May	SWBAT compare perimeters of shapes with different numbers of sides; solve story problems involving perimeter and missing side lengths	Measurement and Data
Unit 4	2.2	Unit 4 - 2.2	23	1	25-Feb	SWBAT cover a plane figure with unit squares without gaps or overlaps to determine the area	Measurement and Data
Unit 4	2.3	Unit 4 - 2.3	23	2	26-Feb	SWBAT determine the area of a plane figure by using square units and half units	Measurement and Data
Unit 4	2.4	Unit 4 - 2.4	23	3	27-Feb	SWBAT find the area and perimeter of a rectangle	Measurement and Data
Unit 4		Unit 4 -		4	28-Feb	Flex Day	
Unit 4	2.5	Unit 4 - 2.5	23	5	1-Mar	SWBAT find the area of a rectangle by decomposing shapes	Measurement and Data
Unit 4	2.6	Unit 4 - 2.6	23	1	4-Mar	SWBAT find the area and perimeter of a rectangle; find the area of a rectangle by decomposing shapes	Measurement and Data
Unit 4	2.7	Unit 4 - 2.7	24	2	5-Mar	SWBAT find the area and perimeter of an irregular shape	Measurement and Data
Unit 4	3.3	Unit 4 - 3.3	24	3	6-Mar	SWBAT build quadrilaterals and identify attributes	Measurement and Data

Unit 4	3.4	Unit 4 - 3.4	33	4	May	SWBAT build triangles and quadrilaterals; identify attributes of rectangles and rhombuses; acute and obtuse angles	Measurement and Data
Unit 4	3.5	Unit 4 - 3.5	33	5	May	SWBAT determine the perimeter and area of shapes	Measurement and Data
Unit 4	Investigat	Unit 4 - Investigation 1	33	5	May	Incorporated through sessions above	
Unit 4	TMM 1.1	Unit 4 - TMM 1.1	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 4	TMM 1.2	Unit 4 - TMM 1.2	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 4	TMM 1.3	Unit 4 - TMM 1.3	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 4	TMM 1.4	Unit 4 - TMM 1.4	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 4	TMM 1.5	Unit 4 - TMM 1.5	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 4	TMM 2.4	Unit 4 - TMM 2.4	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 4	TMM 2.5	Unit 4 - TMM 2.5	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 4	TMM 2.6	Unit 4 - TMM 2.6	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 4	TMM 3.2	Unit 4 - TMM 3.2	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 4	TMM 3.5	Unit 4 - TMM 3.5	33	5	May	Incorporate these routines into lesson to demo to students, BUT s	
Unit 5	1.1	Unit 5 - 1.1	7	1	22-Oct	SWBAT identify multiples and non-multiples of 3	Numbers and Operations

Unit 5	1.2	Unit 5 - 1.2	7	2	23-Oct	SWBAT identify multiples and non-multiples of 3, 4, and 6	Numbers and Operations
Unit 5	1.3	Unit 5 - 1.3	7	3	24-Oct	SWBAT identify multiples and non-multiples of 3, 4, and 6	Numbers and Operations
Unit 5	1.4	Unit 5 - 1.4	7	4	25-Oct	SWBAT fluently multiply and divide within 100 using relationships between multiplication and division	Numbers and Operations
Unit 5		-Unit 5			26-Oct	Flex Day	
Unit 5	1.5	Unit 5 - 1.5	7	5	29-Oct	SWBAT fluently multiply and divide within 100 using relationships between multiplication and division	Numbers and Operations
Unit 5	2.4	Unit 5 - 2.4	8	1	30-Oct	SWBAT fluently multiply and divide within 100 using relationships between multiplication and division; write multiplication equations that match the problem	Numbers and Operations
Unit 5	2.5	Unit 5 - 2.5	8	2	31-Oct	SWBAT use multiplication and division within 100 to solve word problems; Apply properties of operations to multiply and divide	Numbers and Operations
Unit 5	2.6	Unit 5 - 2.6	8	3	1-Nov	SWBAT use multiplication and division within 100 to solve word problems; Apply properties of operations to multiply and divide	Numbers and Operations
Unit 5	3.1	Unit 5 - 3.1	8	4	2-Nov	SWBAT multiply single-digit numbers by multiples of 10;	Numbers and Operations

Unit 5	3.2	Unit 5 - 3.2	9	1	5-Nov	SWBAT multiply single-digit numbers by multiples of 10 up to 90	Numbers and Operations
Unit 5		Unit 5 -	9	2	6-Nov	Election Day	
Unit 5	3.3	Unit 5 - 3.3	9	3	7-Nov	SWBAT solve multistep problems using addition and multiplication	Numbers and Operations
Unit 5	3.4	Unit 5 - 3.4	9	4	8-Nov	SWBAT solve division 1 and 2-digit problems using multiplication and division	Numbers and Operations
Unit 5	3.5	Unit 5 - 3.5	9	5	9-Nov	SWBAT solve a problem using multiplication and division with multiple solutions	Numbers and Operations
Unit 5	3.6	Unit 5 - 3.6	10	2	12-Nov	SWBAT solve multi step story problems using multiplication and division	Numbers and Operations
Unit 5	TMM 1.3	Unit 5 - TMM 1.3	10	3	13-Nov	Incorporate these routines into lesson to demo to students, BUT sh	
Unit 5	TMM 1.4	Unit 5 - TMM 1.4	10	3	13-Nov	Incorporate these routines into lesson to demo to students, BUT sh	
Unit 5	TMM 1.5	Unit 5 - TMM 1.5	10	3	13-Nov	Incorporate these routines into lesson to demo to students, BUT sh	
Unit 5	TMM 2.1	Unit 5 - TMM 2.1	10	3	14-Nov	Incorporate these routines into lesson to demo to students, BUT sh	
Unit 5	TMM 2.2	Unit 5 - TMM 2.2	10	3	14-Nov	Incorporate these routines into lesson to demo to students, BUT sh	
Unit 5	Investigat	Unit 5 - Investigation 2	10	3	14-Nov	Incorporated through sessions above	

PBL		PBL Unit -	11	4	15-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas
PBL		PBL Unit -	11	5	16-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas
PBL		PBL Unit -	11	1	19-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas
PBL		PBL Unit -	11	2	20-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas

PBL		PBL Unit -	11	3	21-Nov	PBL SWBAT explore multiple concepts across various content areas with the creation of an extensive work product across multiple media through an iterative immersive process	Cross-Content Areas
PBL		PBL Unit -	11	4	22-Nov	Thanksgiving	
PBL		PBL Unit -	11	5	23-Nov	Thanksgiving	
Unit 6	1.1	Unit 6 - 1.1	18	2	19-Dec	SWBAT partition a quantity into equal parts, and name those parts as fractions	Rational Numbers
Unit 6	1.2	Unit 6 - 1.2	18	3	20-Dec	SWBAT partition a quantity into equal parts, and name those parts as fractions; compare two fractions with the same numerator or the same denominator by reasoning about their size.	Rational Numbers
Unit 6	1.3	Unit 6 - 1.3	18	4	21-Dec	SWBAT express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers	Rational Numbers
Unit 6		Unit 6 -	19	1	7-Jan	Network Wide Day	
Unit 6	1.4	Unit 6 - 1.4	19	2	8-Jan	SWBAT understand two fractions as equivalent or the same point on a number line; generate equivalent fractions	Rational Numbers

Unit 6	1.5	Unit 6 - 1.5	19	3	9-Jan	SWBAT represent fractions as numbers on a number line; understand two fractions as equivalent (equal) if they are on the same point on a number line.	Rational Numbers
Unit 6	1.6	Unit 6 - 1.6	19	4	10-Jan	SWBAT generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch	Rational Numbers
Unit 6	1.7	Unit 6 - 1.7	19	5	11-Jan	SWBAT express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers	Rational Numbers
Unit 6		Unit 6 -	20	1	14-Jan	ELA Mock	
Unit 6		Unit 6 -	20	2	15-Jan	ELA Mock	
Unit 6	1.8	Unit 6 - 1.8	19	3	16-Jan	SWBAT partition a quantity into equal parts, and name those parts as fractions	Rational Numbers
Unit 6	2.1	Unit 6 - 2.1	20	4	17-Jan	SWBAT recognize and generate simple equivalent fractions; explain why the fractions are equivalent by using a visual fraction model	Rational Numbers
Unit 6	2.2	Unit 6 - 2.2	20	5	18-Jan	SWBAT compare two fractions with the same numerator or the same denominator by reasoning about their size; compare fractions on a number line	Rational Numbers
Unit 6		Unit 6 -	21	1	21-Jan	Martin Luther King Day	

Unit 6	2.3	Unit 6 - 2.3	21	2	22-Jan	SWBAT compare two fractions with the same numerator or the same denominator by reasoning about their size; compare fractions on a number line	Rational Numbers
Unit 6		Unit 6-	21	3	23-Jan	Math Mock	
Unit 6		Unit 6-	21	4	24-Jan	Math Mock	
Unit 6		Unit 6 -		5	25-Jan	Flex Day	
Unit 6	2.4	Unit 6 - 2.4	22	1	28-Jan	SWBAT compare two fractions with the same numerator or the same denominator by reasoning about their size	Rational Numbers
Unit 6	2.5	Unit 6 - 2.5	21	2	29-Jan	SWBAT compare two fractions with the same numerator or the same denominator by reasoning about their size	Rational Numbers
Unit 6	TMM 2.1	Unit 6 - TMM 2.1	21	3	30-Jan	Incorporate these routines into lesson to demo to students, BUT s	
Unit 6	TMM 2.2	Unit 6 - TMM 2.2	21	3	30-Jan	Incorporate these routines into lesson to demo to students, BUT s	
Unit 6	TMM 2.3	Unit 6 - TMM 2.3	21	3	30-Jan	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	1.1	Unit 7 - 1.1	24	4	7-Mar	SWBAT measure liquid volume and solve word problems involving liquid volume	Measurement and Data
Unit 7	1.2	Unit 7 - 1.2	24	5	8-Mar	SWBAT measure mass and solve word problems involving mass	Measurement and Data

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Unit 7		Unit 7 -	37	4	June	Network PD Day	
Unit 7	1.3	Unit 7 - 1.3	37	5	June	SWBAT combine hundreds to numbers above 1,000; solve problems with 2 and 3-digit numbers from multiples of 100	Numbers and Operations
Unit 7	1.4	Unit 7 - 1.4	38	1	June	SWBAT add and subtract ones, tens, and hundreds from 3-digit numbers between 300 and 600	Numbers and Operations
Unit 7	1.5	Unit 7 - 1.5	38	2	June	SWBAT solve problems that involve subtracting from multiples of 100 and numbers near multiples of 100	Numbers and Operations
Unit 7	1.6	Unit 7 - 1.6	38	3	June	SWBAT solve two-step word problems using subtraction	Numbers and Operations
Unit 7	1.7	Unit 7 - 1.7	38	4	June	SWBAT represent the relationship between two subtraction problems that differ by multiples of 100	Numbers and Operations
Unit 7	2.4	Unit 7 - 2.4	38	5	June	SWBAT break apart numbers apart when more than two numbers are added; add 3-digit numbers	Numbers and Operations
Unit 7	2.5	Unit 7 - 2.5	39	1	June	SWBAT identify and explain commutative property while solving three addend addition problems	Numbers and Operations
Unit 7	3.5	Unit 7 - 3.5	39	2	June	SWBAT find different combinations of numbers to make a given sum; solve multi-step addition and subtraction story problems with more than one step.	Numbers and Operations

Unit 7	3.6	Unit 7 - 3.6	39	3	June	SWBAT find combinations of amounts(\$) with a sum close to \$10; solve addition and subtraction problems with 3-digit numbers	Numbers and Operations
Unit 7	TMM 1.1	Unit 7 - TMM 1.1	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 1.2	Unit 7 - TMM 1.2	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 1.3	Unit 7 - TMM 1.3	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 1.4	Unit 7 - TMM 1.4	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 1.5	Unit 7 - TMM 1.5	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 1.6	Unit 7 - TMM 1.6	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 1.7	Unit 7 - TMM 1.7	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 1.7	Unit 7 - TMM 1.7	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 2.1	Unit 7 - TMM 2.1	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 2.2	Unit 7 - TMM 2.2	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 2.3	Unit 7 - TMM 2.3	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 2.4	Unit 7 - TMM 2.4	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 2.5	Unit 7 - TMM 2.5	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 3.1	Unit 7 - TMM 3.1	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 3.2	Unit 7 - TMM 3.2	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 3.3	Unit 7 - TMM 3.3	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	

Unit 7	TMM 3.4	Unit 7 - TMM 3.4	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 3.5	Unit 7 - TMM 3.5	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7	TMM 3.6	Unit 7 - TMM 3.6	39	4	June	Incorporate these routines into lesson to demo to students, BUT s	
Unit 7		Unit 7 -	39	5	June	Flex Day	
Unit 8	1.1	Unit 8 - 1.1	12	1	26-Nov	SWBAT use division within 100 to solve word problems; use the relationship between multiplication and division to solve problems	Numbers and Operations
Unit 8	1.2	Unit 8 - 1.2	12	2	27-Nov	SWBAT develop fluency within 100 using division facts; use the relationship between multiplication and division to solve problems	Numbers and Operations
Unit 8	1.3	Unit 8 - 1.3	12	3	28-Nov	SWBAT develop fluency within 100 using division facts; use the relationship between multiplication and division to solve problems	Numbers and Operations
Unit 8	1.4	Unit 8 - 1.4	12	4	29-Nov	SWBAT solve division problems within 100 with remainders	Numbers and Operations
Unit 8	1.5	Unit 8 - 1.5	12	5	30-Nov	SWBAT solve division problems within 100 with remainders; Use multiplication and division within 100 to solve word problems in situations involving equal groups and arrays	Numbers and Operations

Unit 8	1.6	Unit 8 - 1.6	13	1	3-Dec	SWBAT solve division problems within 100 with remainders; develop fluency within 100 using division facts; use the relationship between multiplication and division to solve problems	Numbers and Operations
Unit 8	2.1	Unit 8 - 2.1	13	2	4-Dec	SWBAT solve 2-digit multiplication problems	Numbers and Operations
Unit 8	2.3	Unit 8 - 2.3	13	3	5-Dec	SWBAT solve 2-digit by 1-digit division problems; use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities	Numbers and Operations
Unit 8		Unit 8 -	13	4	6-Dec	Family Conference - No Students	
Unit 8		Unit 8 -	13	5	7-Dec	Flex Day	
Unit 8	2.4	Unit 8 - 2.4	14	1	10-Dec	SWBAT solve 2 digit by 1 digit multiplication and division word problems within 100 in situations involving equal groups, arrays, and measurement quantities; solve multi-step problems involving multiplication, division, and subtraction.	Numbers and Operations
Unit 8	2.5	Unit 8 - 2.5	14	2	11-Dec	SWBAT solve 2 digit by 1 digit multiplication and division word problems within 100 in situations involving equal groups, arrays, and measurement quantities; solve multi-step problems involving multiplication, division, and subtraction.	Numbers and Operations

Unit 8	3.1	Unit 8 - 3.1	14	3	12-Dec	SWBAT solve multi-step problems that involve both addition and multiplication	Numbers and Operations
Unit 8	3.2	Unit 8 - 3.2	14	4	13-Dec	SWBAT apply properties of operations as strategies to multiply and divide	Numbers and Operations
Unit 8	3.3	Unit 8 - 3.3	14	5	14-Dec	SWBAT solve multi-step problems that involve both addition and multiplication	Numbers and Operations
Unit 8	3.4	Unit 8 - 3.4	15	1	17-Dec	SWBAT solve multi-step multiplication and division problems and write and interpret equations	Numbers and Operations
Unit 8	TMM 1.1	Unit 8 - TMM 1.1	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 1.2	Unit 8 - TMM 1.2	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 1.3	Unit 8 - TMM 1.3	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 1.4	Unit 8 - TMM 1.4	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 1.5	Unit 8 - TMM 1.5	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 1.6	Unit 8 - TMM 1.6	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 2.1	Unit 8 - TMM 2.1	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 2.2	Unit 8 - TMM 2.2	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 2.3	Unit 8 - TMM 2.3	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 2.4	Unit 8 - TMM 2.4	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	

Unit 8	TMM 2.5	Unit 8 - TMM 2.5	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 3.1	Unit 8 - TMM 3.1	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 3.2	Unit 8 - TMM 3.2	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 3.3	Unit 8 - TMM 3.3	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 3.4	Unit 8 - TMM 3.4	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
Unit 8	TMM 3.5	Unit 8 - TMM 3.5	15	2	18-Dec	Incorporate these routines into lesson to demo to students, BUT s	
						Winter Break	
Spiral Review					March-April	TBD	
Unit 5 +	2.1	Unit 5 + - 2.1	21	5	9-Feb	SWBAT represent and explain the relationship between multiplication and division; apply properties of operations as strategies to multiply and divide (Distributive property)	Numbers and Operations
Unit 5 +	2.2	Unit 5 + - 2.2	22	1	12-Feb	SWBAT represent and explain the relationship between multiplication and division; apply properties of operations as strategies to multiply and divide (Distributive property)	Numbers and Operations
Unit 5 +	2.3	Unit 5 + - 2.3	22	2	13-Feb	SWBAT represent and explain the relationship between multiplication and division; apply properties of operations as strategies to multiply and divide (Distributive property)	Numbers and Operations

Unit 5 +	2.4	Unit 5 + - 2.4	22	3	14-Feb	SWBAT fluently multiply and divide within 100 using relationships between multiplication and division; write multiplication equations that match the problem	Numbers and Operations
Unit 5 +	2.5	Unit 5 + - 2.5	22	4	15-Feb	SWBAT use multiplication and division within 100 to solve word problems; Apply properties of operations to multiply and divide	Numbers and Operations
Unit 5 +		Unit 5 + -	22	5	16-Feb	School-based PD Day (NO Students)	
		-	34	1	14-May	Spring Break	
		-	34	2	15-May		
		-	34	3	16-May		
		-	34	4	17-May		
		-	34	5	18-May		

Focus for Teacher	CGI	Spiral Focus
Fidelity of Investigations 3 Routines, create opportunities for productive struggle.	More or Less - 2-digit and 3-digit story problem using addition	
Fidelity of Investigations 3 Routines, create opportunities for productive struggle.	More or Less - 2-digit and 3-digit story problem using addition	
Fidelity of Investigations 3 Routines, create opportunities for productive struggle.	More or Less - 2-digit and 3-digit story problem using subtraction	
Fidelity of Investigations 3 Routines, create opportunities for productive struggle.	More or Less - 2-digit and 3-digit story problem using subtraction	
Fidelity of Investigations 3 Routines, create opportunities for productive struggle.	More or Less - single-digit story problems using multiplication	Skip Counting and Multiples within 100
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - single-digit story problems using multiplication	Skip Counting and Multiples within 100
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - story problems using multiplication/division.	Multiplication Story Problems
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - story problems using multiple operations.	Multiplication Factors and Multiples

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - story problems using multiplication/division.	Skip Counting, Repeated Addition, and Multiplication
	Reflex Launch	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - story problems using multiple operations.	Skip Counting, Repeated Addition, and Multiplication
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - equal groups story problems using division.	Multiplication and Arrays
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - equal groups story problems using division.	Multiplication and Arrays
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit and 3-digit story problem using addition/subtraction	Multiplication and Area
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using addition/subtraction	Multiplication and Arrays
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1-digit and 2-digit multi-step story problem using multiple operations	Multiplication Facts
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review	Properties of Operations

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1-digit and 2-digit multi-step story problem using multiple operations	Multiplication Facts
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review	Division and Equal Groups
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1-digit and 2-digit multi-step story problem using multiple operations	Multiplication and Division Story Problems
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	Multiplication and Division Story Problems
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	Unknown Factors
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit and 3-digit story problem using addition	Multiplication and Division Story Problems
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using addition	Multiplication and Division Story Problems
	More or Less - 2-digit story problem using addition	
should be practiced by students	More or Less - 3-digit story problem using addition	
should be practiced by students at home.		

should be practiced by students	More or Less - 3-digit story problem using addition	
should be practiced by students at home.		
should be practiced by students	More or Less - 2-digit story problem using subtraction	
should be practiced by students at home.		
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - single-digit equal shares story problem using multiplication/division	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - multiple groups story problem using multiplication/division	
	EARLY RELEASE - if time permits, revisit CGI discourse objectives from previous lessons	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - multiple groups story problem using multiplication/division	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Reflex	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using addition	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	EARLY RELEASE - if time permits, revisit CGI discourse objectives from previous lessons	

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using addition	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Reflex	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using subtraction	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using subtraction	
should be practiced by students at home.		
should be practiced by students at home.		
should be practiced by students at home.		
should be practiced by students at home.		
should be practiced by students at home.		
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	

<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>More or Less - 2-digit story problem using addition</p>	
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>More or Less - 2-digit story problem using addition</p>	
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>More or Less - 1 and 2-digit story problem using multiplication</p>	
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>		
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>More or Less - 1 and 2-digit story problem using multiplication</p>	
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>More or Less - 1 and 2-digit story problem using multiplication/division</p>	
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>More or Less - 1 and 2-digit story problem using multiplication/division</p>	

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?		
	More or Less - 1 and 2-digit story problem using multiplication/division	
should be practiced by students at home.		
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Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using multiplication/division	

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using multiplication/division	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?		
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1-digit multi-step story problem using addition and multiplication	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?		
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using subtraction	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using multiplication	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using multiplication	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?		

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - single-digit equal shares story problem using multiplication/division	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?		
should be practiced by students at home.		
should be practiced by students at home.		
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Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	Multiplication and Division Models

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using multiplication	Multiples and Multiplication
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using multiplication	Multiples and Multiplication
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using multiple operations	2-Digit Multiplication and Division
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using multiple operations	2-Digit Multiplication and Division
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review	2-Digit Multiplication and Division
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using multiple operations	2-Digit Multiplication and Division Story Problems
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review	2-Digit Multiplication and Division Story Problems
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using multiple operations	Multiples of 10 and Multiplication

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	Multiples of 10 and Multiplication
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	Multi-Step Addition and Multiplication Problems
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3 digit story problem using subtraction	Division with 1-digit divisor and 2-digit Dividend
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3 digit story problem using subtraction	Multiplication and Division
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3 digit story problem using subtraction	Multi-Step Multiplication and Division Problems
ould be practiced by students at	More or Less - 2-digit story problem using subtraction	
ould be practiced by students at home.		
ould be practiced by students at home.		
ould be practiced by students at	More or Less - 2-digit story problem using subtraction	
ould be practiced by students at home.		

<p>Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?</p>	<p>More or Less - 3-digit story problem using addition</p>
<p>Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?</p>	<p>More or Less - 3-digit story problem using addition</p>
<p>Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?</p>	<p>More or Less - 2 and 3 digit story problem using subtraction</p>
<p>Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?</p>	<p>More or Less - 2 and 3 digit story problem using subtraction</p>

Fidelity of PBL, complete all lesson elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using multiplication	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - multistep story problem using multiple operations	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - multistep story problem using multiple operations	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using addition	

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit multi-step story problem using addition	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - multiple groups story problem using multiplication/division	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - multiple groups story problem using multiplication/division	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using subtraction	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 3-digit story problem using subtraction	

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit multi-step story problem using subtraction	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?		
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using subtraction	
should be practiced by students at home.		
should be practiced by students at home.		
should be practiced by students at home.		
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using division with remainder	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using division with remainder	

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Reflex	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Reflex	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 3-digit multi step story problem using addition/multiplication	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Reflex	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit multi step story problem using addition/subtraction	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit multi step story problem using addition/multiplication	

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	EARLY RELEASE - if time permits, revisit CGI discourse objectives from previous lessons	
should be practiced by students	Reflex	
should be practiced by students at home.		
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Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using multiplication	Division Within 100
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using multiplication	Division Within 100
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - multistep story problem using multiple operations	Division Facts
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - multistep story problem using multiple operations	Division with Remainders
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 1 and 2-digit story problem using multiplication/division	

<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>More or Less - 1 and 2-digit equal share story problem using multiplication/division</p>	<p>Division with Remainders Story Problems</p>
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>More or Less - 1 and 2-digit equal share story problem using multiplication/division</p>	<p>Multiplication Within 100</p>
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>More or Less - 1 and 2-digit equal share story problem using multiplication/division</p>	
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>No comprehension question; PPW-PPU - What are all the ways to answer this question?</p>	
<p>Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?</p>	<p>No comprehension question; PPW-PPU - What are all the ways to answer this question?</p>	

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit story problem using addition	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2 and 3-digit multi-step story problem using addition	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - multistep story problem using multiple operations	
should be practiced by students	Spiral Review	
should be practiced by students at home.		
should be practiced by students at home.		
should be practiced by students at home.		
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should be practiced by students at home.		
Spiral Review of selected topics per MSR FSS		
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review - Operation 100	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	Spiral Review - Operation 100	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - 2-digit story problem using addition/subtraction	

Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	EARLY RELEASE - if time permits, revisit CGI discourse objectives from previous lessons	
Fidelity of Investigations 3 Routines, complete all session elements. Is purpose behind elements being met?	More or Less - single-digit story problem using addition/multiplication	

Week 9/10							Selected Multi-Step Problems
DATE	Day	Type	Level	Context	Comprehension	Number Sentence	
10-Sep	M	JRU	I	Third Grade is recycling cans. They collected 29 cans on Monday and 152 cans on Tuesday. How many cans did they collect?	Did Third Grade collect more or less than 152 cans?	$29+152=$	
11-Sep	T	JRU	I	Fatoumata collects sea shells. One day at the beach, Fatoumata found 74 shells. The next day, she found 128 shells. The last day, she found 96 shells. How many shells did Fatoumata find?	Did Fatoumata find more or less than 128 shells?	$74+128+96=$	
12-Sep	W	SRU	I	Our class had 207 paper clips. We used 59. How many paper clips do we have left?	Does our class have more or less than 207 paper clips left?	$207-59=$	
13-Sep	H	SRU	I	Nancy likes to make rubber-band bracelets. She had 340 rubber bands. For one bracelet she used 79 and for another bracelet she used 46. How many rubber bands does Nancy have left?	Does Nancy have more or less than 340 rubber bands left?	$340-79-46=$	
14-Sep	F	M	II	The school library received 7 boxes of Wimpy Kid books. Each box contained 9 books. How many Wimpy Kid books did the library receive?	Did the library receive more or less than 9 books?	$7 \times 9=$	
Week 9/17							
	Day	Type	Level	Context	Comprehension	Number Sentence	
17-Sep	M	M	II	The art class bought 9 boxes of markers with 8 markers in each box. How many markers did the art class buy?	Did the art class buy more or less than 9 markers?	$9 \times 8=$	
18-Sep	T	MD	II	Robbie's birthday is in 56 days. With 7 days in each week, how many weeks until Robbie's birthday?	Are there more or less than 56 weeks until Robbie's birthday?	$x \times 7=56$	
19-Sep	W	PPW-WU & MD	II	Marisa baked 17 peanut butter cookies, 16 oatmeal cookies, and 19 chocolate chip cookies for the bake sale. She put 6 cookies in each bag. How many bags did she use?	Do not ask a comprehension question for this problem.	$17+16+19=(x \times 6)+4$	
20-Sep	H	PD	II	The art room had 6 boxes of crayons for a total of 48 crayons. If each box of crayons has the same amount, how many crayons were in each box?	Does each box of crayons have more or less than 48 crayons?	$6x =48$	
21-Sep	F			Reflex Launch			
Week 9/24							
	Day	Type	Level	Context	Comprehension	Number Sentence	
24-Sep	M	JRU & PD	II	Ms. Sorenson unpacked a new shipment of notebooks. She unpacked 12 notebooks from one box, 18 notebooks from a second box, and 24 notebooks from a third box. Now she wants to put the notebooks onto 6 tables with the same number of notebooks on each table. How many notebooks will she put on each table?	Do not ask a comprehension question for this problem.	$12+18+24=6x$	
25-Sep	T	PD-ES	II	Two children want to share 5 brownies so that each child gets the same amount. How much brownie will each child get?	Will each child get more or less than 1 brownie?	$2x =5$	
26-Sep	W	PD-ES	II	Chris and Jason shared 13 mini chocolate chip cookies so that they each got the same amount. How many cookies did each person get?	Did each person get more or less than 1 cookie?	$2x =13$	
27-Sep	H	JCU	III	Miriam has 72 baseball cards in her collection. How many more baseball cards does she need to have 136 cards?	Does Miriam need more or less than 136 more cards?	$72+ =136$	

R-23b - Supplemental Attachments-C

28-Sep	F	JCU	III	Nassier has 69 dollars saved up. How much more money does he need to save for a new bicycle that costs 211 dollars?	Does Nassier need to save more or less than 211 more dollars?	69+ =211	AF Math Stories 3rd Dec #1 AF Math Stories 3rd Dec #2 AF Math Stories 3rd Dec #6	
Week 10/01								
	Day	Type	Level	Context	Comprehension	Number Sentence		
1-Oct	M	Multi-Step	ms	On Friday, Jason decided to pass out bags of candy to	Did Jason give away more or less than 42 pieces of			
10/02	T			Spiral Review				
3-Oct	W	Multi-Step	ms	Sylvia is sorting her laundry. She put 70 pieces of	Did Sylvia wash more or less than 70 pieces of			
10/04	H			Spiral Review				
5-Oct	F	Multi-Step	ms	Robin uploaded 35 pictures from her phone and 5	Are there more or less than 35 pictures in each of her			
Week 10/08								
	Day	Type	Level	Context	Comprehension	Number Sentence		
8-Oct	M			Indigenous People's Day				
9-Oct	T	SCU	III	When the school football game started, there were 198 people in the bleachers. By the end of the game, there were only 79 people in the bleachers. How many people left during the game?	Did more or less than 198 people leave during the game?	198- =79		
10-Oct	W	SCU	III	When the school football game started, there were 198 people in the bleachers. By the end of the game, there were only 79 people in the bleachers. How many people left during the game?	Did more or less than 198 people leave during the game?	198- =79		
11-Oct	H	JSU	IV	Some children were seated in the auditorium. 79 children joined them. Now there are 192 children in the auditorium. How many children were in the auditorium at first?	Were more or less than 192 children seated in the auditorium at first?	+79=192		
12-Oct	F			FLEX DAY				
Week 10/15								
	Day	Type	Level	Context	Comprehension	Number Sentence		
15-Oct	M	CQU	IV	Christian has 39 pennies. Simon has 96 more pennies than Christian. How many pennies does Simon have?	Does Simon have more or less than 96 pennies?	39+96=		
16-Oct	T	CQU	IV	Destiny has 74 marbles. Naomi has 97 more marbles than Destiny. How many marbles does Naomi have?	Does Naomi have more or less than 97 marbles?	74+97=		
17-Oct	W	PPW-WU	I	The grocer has 173 green apples and 197 red apples. How many apples does the grocer have?	Does the grocer have more or less than 197 apples?	173+197=		
18-Oct	H	PPW-WU	I	For lunch, 123 children chose pizza, 136 children chose corn dogs, and 124 children chose hamburgers. How many children ate lunch?	Did more or less than 136 children eat lunch?	123+136+124=		
19-Oct	F	CDU	II	Kim and Kelly had a sit-up contest. Kim did 81 sit-ups and Kelly did 37 sit-ups. How many more sit-ups did Kim do than Kelly?	Do not ask a comprehension question for this problem type.	81-37=		
Week 10/22								
	Day	Type	Level	Context	Comprehension	Number Sentence		
22-Oct	M	CDU	II	Fatima and her little sister compared their sticker collections. Fatima had 146 stickers and her little sister had 27 stickers. How many more stickers did Fatima have than her little sister?	Do not ask a comprehension question for this problem type.	146-27=		
23-Oct	T	M	II	Michelle bought 6 bags of carrots with 11 carrots in each bag to make carrot bread. How many carrots did she buy?	Did Michelle buy more or less than 11 carrots?	6x11=		

R-23b - Supplemental Attachments-C

24-Oct	W	M	II	The first aid kit has four packs of band-aids with 12 band-aids in each pack. How many band-aids are in the first aid kit?	Are there more or less than 12 band-aids in the first aid kit?	$4 \times 12 =$	AF Math Stories 3rd Dec #3	
25-Oct	H	MD	II	Bianca has 61 pieces of candy to put into bags for her birthday party with 8 pieces of candy in each bag. How many bags of candy can she make?	Can Bianca make more or less than 61 bags of candy?	$61 = (\times 8) + 5$		
26-Oct	F			FLEX Day				
Week 10/29								
	Day	Type	Level	Context	Comprehension	Number Sentence		
29-Oct	M	Multi-Step	ms	Elizabeth has 139 DVDs in her collection. She went to the store and bought 17 new DVDs. Then, she sold 39 of her old DVDs. How many DVDs does she have now?	Does Elizabeth have more or less than 139 DVD's now?	$(139 + 17) - 39 =$		AF Math Stories 3rd Dec #4
30-Oct	T			Spiral Review				
31-Oct	W	Multi-Step	ms	For Halloween Debby and her sister combined the candy they received. Debby had 232 pieces of candy while her sister had 142. If they ate 135 the first night, how many pieces do they have left?	Does Debby and her sister have more or less than 232 pieces of candy left?	$(232 + 142) - 135 =$		AF Math Stories 3rd Dec #7
1-Nov	H			Spiral Review				
2-Nov	F	Multi-Step	ms	In fourth grade there were 90 students at the start of the year. During the year 14 students moved away and 19 new students came to school. How many students were in fourth grade at the end?	Are there more or less than 90 students in 4th grade at the end?	$(90 - 14) + 19 =$		
Week 11/05								
5-Nov	M	JCU	III	Susana is collecting blankets for an orphanage. She has collected 87 blankets so far. How many more blankets does she need to collect to have 238 altogether?	Does Susana need to collect more or less than 238 more blankets?	$87 + \quad = 238$		
6-Nov	T			Election Day				
7-Nov	W	JCU	III	The trip to Grandma's house is 241 miles. Adam's family drove 66 miles and stopped for lunch. How many more miles do they need to drive to get to Grandma's house?	Does Adam's family need to drive more or less than 241 more miles to get to Grandma's house?	$66 + \quad = 241$		
8-Nov	H	SCU	III	The baker had 211 dinner rolls. He sold some of them. Now there are 69 dinner rolls left. How many did the baker sell?	Did the baker sell more or less than 211 dinner rolls?	$211 - \quad = 69$		
9-Nov	F	SSU	IV	Matt is reading a mystery book. He read 97 pages. Now he has 128 pages left to read. How many pages are in the book?	Does the book have more or less than 128 pages?	$-97 = 128$		
Week 11/12								
12-Nov	M	SSU	IV	The Mets started batting practice with some baseballs. They hit 89 homeruns over the fence. Now they have 172 baseballs left. How many baseballs did they have at the start of batting practice?	Did the Mets start with more or less than 172 baseballs?	$-89 = 172$		
13-Nov	T	CRU	IV	Raquel jumped a rope 77 times in a row. This was 49 times more than Faith jumped. How many times did Faith jump in a row?	Did Faith jump more or less than 77 times in a row?	$77 - 49 =$		
14-Nov	W	CRU	IV	Jemima has 94 beads in her hair. She has 29 more beads in her hair than Aleesha. How many beads does Aleesha have in her hair?	Does Aleesha have more or less than 94 beads in her hair?	$94 - 29 =$		

R-23b - Supplemental Attachments-C

15-Nov	H	JRU	I	Last month, Gina collected 143 pennies. This month, she collected 369 pennies. How many pennies has Gina collected?	Has Gina collected more or less than 369 pennies?	$143+369=$
16-Nov	F	JRU	I	Tyler mows lawns to earn money. The first week this month he earned \$125. The second week he earned \$220. The third week he earned \$159. The fourth week he earned \$87. How much did Tyler earn this month?	Did Tyler earn more or less than \$220.	$125+220+159+87=$
Week 11/19						
19-Nov	M	SRU	I	Libby had 187 pages in her notebook. For math class, she used 59 pages. For science class, she used 36 pages. How many pages does she have left in her notebook?	Does Libby have more or less than 187 pages left in her notebook?	$187-59-36=$
20-Nov	T	SRU	I	Leo had 205 basketball cards. He sold 68 cards to his friend, and gave 33 cards to his sister. How many basketball cards does he have left?	Does Leo have more or less than 205 basketball cards left?	$205-68-33=$
21-Nov	W	M	II	Dad bought 9 boxes of granola bars. Each box contained 14 granola bars. How many granola bars did Dad buy?	Did Dad buy more or less than 14 granola bars?	$9 \times 14 =$
22-Nov	H			Thanksgiving		
23-Nov	F			Thanksgiving		
Week 11/26						
26-Nov	M	M	II	Mom bought 5 boxes of popsicles with 15 popsicles in each box. How many popsicles did Mom buy?	Did Mom buy more or less than 15 popsicles?	$5 \times 15 =$
27-Nov	T	M	II	Dad bought 9 boxes of granola bars. Each box contained 14 granola bars. How many granola bars did Dad buy?	Did Dad buy more or less than 14 granola bars?	$9 \times 14 =$
28-Nov	W	MD	II	Tickets for the school magic show cost \$14 each. We have collected \$102 from ticket sales. How many tickets have been sold?	Have we sold more or less than 102 tickets?	$(\quad \times 14) + 4 = 102$
29-Nov	H	MD	II	Donuts are boxed in dozens (12 donuts in each box). The baker made 120 donuts, but burned 24 of them and could not sell them. How many boxes of donuts are available to sell?	Are there more or less than 120 boxes of donuts to sell?	$\times 12 = 120 - 24$
30-Nov	F	PD	II	For field day relay, 87 water balloons need to be put in 7 buckets, with the same number of balloons in each bucket. How many balloons will be in each bucket?	Will there be more or less than 87 water balloons in each bucket?	$7 \times \quad = 87$
Week 12/03						
3-Dec	M	PD	II	We bought 60 granola bars. They need to be put into 9 bags for the soccer teams, with the same number of granola bars in each bag. How many granola bars will be in each bag?	Will there be more or less than 60 granola bars in each bag?	$9 \times \quad = 60$
4-Dec	T	PD-ES	II	4 children want to share 11 dollars so that each child gets the same amount. How much money will each child get?	Will each child get more or less than 1 dollar?	$4 \times \quad = 11$
5-Dec	W	PD-ES	II	4 children want to share 13 waffles so that each child gets the same amount. How many waffles will each child get?	Will each child get more or less than 1 waffle?	$4 \times \quad = 13$
6-Dec	H			Family Conference - No Students		
7-Dec	F			Flex Day		
Week 12/10						

R-23b - Supplemental Attachments-C

10-Dec	M	PPW-PPU	III	Joshua has a bag of 10 Skittles. Each Skittle is either red or green. What could he have in his bag? What are all the ways to answer this question?	Do not ask a comprehension question for this problem type.	+Δ=10	AF Math Stories 3rd Dec #9	
11-Dec	T	PPW-PPU	III	Collette has 11 books on her shelf. Each book is either fiction or nonfiction. What books could Collette have on her shelf?	Do not ask a comprehension question for this problem type.	+Δ=11		
12-Dec	W	PPW-PU	III	At a party, 214 children were offered a choice between Smencils and spinning tops. 37 chose Smencils and the rest chose spinning tops. How many chose spinning tops?	Did more or less than 214 children choose spinning tops?	37+ =214		
13-Dec	H	PPW-PU	III	At lunch, 133 children were offered choices between chicken nuggets, peanut butter and jelly sandwiches, and pizza. 41 children chose chicken nuggets, and 44 chose peanut butter and jelly sandwiches. How many children chose pizza?	Did more or less than 133 children choose pizza?	41+44+ =133		
14-Dec	F	JSU	IV	Marissa had some berries in her basket. She picked 59 more berries. Now she has 229 berries in her basket. How many berries did she start with?	Did Marissa start with more or less than 229 berries?	+59=229		
Week 12/17								
17-Dec	M	Multi-Step	ms	Cody had 28 pieces of clothing to wash. He put four of them in one load, but decided to split the rest into two equal loads. How many pieces of clothing could go in each of the small loads?	Were there more or less than 28 pieces of clothing in each small load?	N/A		
18-Dec	T			Spiral Review (3.OA.5) Ex. problem: Which expression has the same value as $(8 \times 5) + (8 \times 3)$? A. 8×8 B. 8×15 C. $16 + 8$ D. $13 + 11$ (NYS 2015 # 25)				
19-Dec	W	Multi-Step	ms	Mr. Samuel bought 4 packs of jumbo straws and 8 packs of small straws for his science class. The jumbo straws came in a pack of 60 and the small straws came in a pack of 40. What is the difference in amount between the total number of jumbo straws and the total number of small straws?	Will the difference between jumbo and small straws be more or less than 60 straws?	N/A		
20-Dec	H			Spiral Review (3.OA.5) Ex. problem: Last week, Sarah bought 2 bottles of soda a day for 4 days. This week Sarah bought 2 bottles of soda a day for 3 days. Which expression can be used to represent the total number of soda bottles Sarah bought in these two weeks? A. $2 \times (4 \times 3)$ B. $2 \times (4+3)$ C. $(2 \times 4) \times (2 \times 3)$ D. $(2+4) \times (2+3)$ (Modified from NYS 2018 # 24)				
21-Dec	F	Multi-Step	ms	Amanda has 35 books in each of her 3 bookcases at home, 3 books at school and 16 books in her backpack. How many books does she have altogether?	Will Amanda have more or less than 35 books altogether?	N/A		
AF Math Stories 3rd May #1								

Week 01/07/2019						
7-Jan	M	Network Wide Day				
8-Jan	T	JSU	IV	Marissa had some berries in her basket. She picked 59 more berries. Now she has 229 berries in her basket. How many berries did she start with?	Did Marissa start with more or less than 229 berries?	+59=229
9-Jan	W	JSU	IV	Denzel hopped on one foot down the track. He switched feet and hopped 44 feet farther. He switched feet again and hopped another 59 feet. Altogether he hopped 182 feet down the track. How many feet did he hop at first?	Did Denzel hop more or less than 182 feet at first?	+44+59=182
10-Jan	H	CQU	IV	My mailbox is 88 steps from my front door. Cara's mailbox is 93 more steps from her front door than mine. Cara's mailbox is how many steps from her front door?	Is Cara's mailbox more or less than 93 steps from her front door?	88+93=
11-Jan	F	CQU	IV	The zebra is 68 inches tall. The giraffe is 96 inches taller than the zebra. How tall is the giraffe?	Is the giraffe more or less than 96 inches tall?	68+96=
Week 01/14/2019						
14-Jan	M	PPW-WU	I	There are 132 kindergarteners and 169 first-graders on the playground. How many children are there on the playground?	Are there more or less than 169 students on the playground?	132+169=
15-Jan	T	PPW-WU	I	Tasha and her band performed in 4 shows last month. Ticket sales for the shows were \$69, \$254, \$176, and \$88. What was the total ticket sales for the shows?	Was the ticket sales total more or less than \$254?	69+254+176+88=
16-Jan		M	II	Ari bought 8 cans of dog food. Each can contained 17 ounces of dog food. How many ounces of dog food did Ari buy?	Did Ari buy more or less than 17 ounces of dog food?	8x17=
17-Jan	H	M	II	Kelly ordered 6 trays of sandwiches for a party. There were 3 different kinds of sandwiches, with 4 sandwiches of each kind on each tray. How many sandwiches did Kelly order?	Did Kelly order more or less than 6 sandwiches?	6x(3x4)=
18-Jan	F	MD	II	Each page in a photograph album has 3 rows of photos with 3 photos in each row. If the album contains 72 photos, how many pages are filled with photos?	Are there more or less than 72 pages filled with photos?	x(3x3)=72
CGI Calender Updated to 1/18/2019						
Week 01/01/18						
01/01/18	M	New Years Day				
01/02/18	T					
01/03/18	W	EARLY RELEASE				
01/04/18	R					
01/05/18	F					
Week 01/08/18						
01/08/18	M	MD	II	Each page in a coin collection album has 4 rows of coins with 4 coins in each row. If the album contains 131 coins, how many pages are filled with coins?	Are there more or less than 131 pages filled with coins?	x(4x4)+3=131
01/09/18	T	PD	II	Kindergarten drank 9 packs of juice boxes for a total of 108 juice boxes. How many juice boxes were in each pack?	Does each pack have more or less than 108 juice boxes?	9x =108
01/10/18	W	EARLY RELEASE				

R-23b - Supplemental Attachments-C

01/11/18	R	PD	II	Ashley made 84 bracelets. She put them into 6 bags, with the same number of bracelets in each bag. How many bracelets did she put in each bag?	Did each friend get more or less than 82 bracelets?	$6x = 84$
01/12/18	F			Reflex		
1/15/18						
1/15/18	M			MLK DAY		
1/16/18	T	PD-ES	II	Two children want to share 1 cake so they each get the same amount. How much cake will each child get? Four children want to share 1 cake. How much cake will each child get? Eight children want to share 1 cake. How much will each child get?	Will each child get more or less than 1 cake?	$2x = 1, 4x = 1, 8x = 1$
1/17/18	W			EARLY RELEASE	EARLY RELEASE	
1/18/18	R	PD-ES	II	Three children want to share 1 rectangular pan pizza so they each get the same amount. How much should each child get? Six children want to share 1 rectangular pan pizza. How much should each child get?	Should each child get more or less than 1 pizza?	$3x = 1, 6x = 1$
1/19/18	F	JCU	III	Ivan has \$113 saved up to buy a bicycle. How much more does he need to save to have \$345 to buy the bicycle he wants?	Does Ivan need to save more or less than \$345 more?	$113 + = 345$
1/22						
1/22/18	M	JCU	III	Gabriel read 69 pages in his book last week and 58 pages this week. How many more pages does he need to read to finish the 362-page book?	Does Gabriel need to read more or less than 362 more pages?	$69 + 58 + = 362$
1/23/18	T			ELA MOCK		
1/24/18	W			ELA MOCK		
1/25/18	R	MD-MG	II	The zookeeper has 6 cups of frog food. His frogs eat $\frac{1}{2}$ cup of food per day. How many days will this food feed the frogs?	Will this food feed the frogs for more or less than 6 days?	$x \frac{1}{2} = 6$
1/26/18	F	MD-MG	II	Grandma baked 9 giant cookies to feed the friends who rang the doorbell. If each child gets $\frac{1}{2}$ of a giant cookie, how many friends will the cookies feed?	Will the cookies feed more or less than 9 friends?	$x \frac{1}{2} = 9$
1/29/18						
1/29/2018	M	SCU	III	Jane had 244 beads. She used some to make a long necklace. Now she has 56 beads. How many beads did she use to make the necklace?	Did Jane use more or less than 244 beads?	$244 - = 56$
1/30/2018	T			ELA MOCK		
1/31/2018	W			ELA MOCK		
2/1/2018	R	SCU	III	At the end of March, Snowbird Ski Resort had 265 inches of snow on the ground. Some of the snow melted during April, and 46 inches melted during May. At the end of May, there were 67 inches of snow on the ground. How many inches of snow melted during April?	Did more or less than 265 inches of snow melt in April?	$265 - = 46 = 67$
2/2/2018	F			Reflex		
2/5/18						
2/5/2018	M	SSU	IV	Keisha made some lemonade. She sold 114 ounces. Now she has 137 ounces left. How many ounces of lemonade did she make?	Did Keisha make more or less than 137 ounces of lemonade?	$-114 = 137$

R-23b - Supplemental Attachments-C

2/6/2018	T	SSU	IV	The farmer took his fruit to the farmers market. He sold 48 peaches and 68 apples. At the end of the day he had 148 pieces of fruit left. How many pieces of fruit did he start with?	Did the farmer start with more or less than 148 pieces of fruit?	$-48-68=148$
2/7/2018	W			EARLY RELEASE	EARLY RELEASE	
2/8/2018	R	CRU	IV	Tim rode his bicycle 102 miles last week. That was 43 more miles than he rode this week. How many miles did he ride this week?	Did Tim ride more or less than 102 miles this week?	$102-43=$
2/9/2018	F			Spiral Review - Operation 100		
2/12/18						
2/12/2018	M			Spiral Review - Operation 100		
2/13/2018	T	CRU	IV	David works in the library. On Tuesday he shelved 73 books before lunch and 29 books after lunch. That was 45 more books than he shelved on Monday. How many books did he shelve on Monday?	Did David shelve more or less than 73 books on Monday?	$73+29-45=$
2/14/2018	W			EARLY RELEASE	EARLY RELEASE	
2/15/2018	R	JRU & SRU	I	Derek had a jar of pumpkin seeds. He added 85 more seeds after cleaning out a pumpkin. Then he planted 47 of the seeds. How many pumpkin seeds are left in the jar?	Are there more or less than 85 seeds left in the jar?	$77+85-47=$
2/16/2018	F		I	School-based PD Day (NO Students)		
2/26/18						
2/26/2018	M	M & M & JRU	I	Zhang had 9 sheets of stickers with 7 stickers on each sheet. He got 5 more sheets of stickers with 7 stickers on each sheet. How many stickers does Zhang have?	Does Zhang have more or less than 9 stickers?	$(9 \times 7) + (5 \times 7) =$
2/27/2018	T	SRU	I	The pet shop had 313 tropical fish. They sold 74 of them last week and 128 of them this week. How many tropical fish do they have left to sell?	Do they have more or less than 313 tropical fish left to sell?	$313-74-128=$
2/28/2018	W			EARLY RELEASE	EARLY RELEASE	
3/1/2018	R	SRU	I	A t-shirt factory had 642 t-shirts. One store ordered 123 t-shirts. Another store ordered 189 t-shirts. How many t-shirts does the factory have left?	Does the factory have more or less than 642 t-shirts left?	$642-123-189=$
3/2/2018	F	M	II	A school ordered 9 vans to take students to the museum. Each van holds 13 students. How many students will be able to go to the museum if all of the vans are filled?	Will more or less than 13 students be able to go to the museum?	$7 \times 13 =$
3/5/18						
3/5/2018	M	M	II	A school ordered 6 mini-buses to take students to the concert. Each mini-bus holds 23 students. How many students will be able to go to the concert if all of the mini-buses are filled?	Will more or less than 23 students be able to go to the concert?	$6 \times 23 =$
3/6/2018	T			Spiral Review - Operation 100		
3/7/2018	W			Spiral Review - Operation 100		
3/8/2018	R	MD	II	Each of the soccer teams in the city league has 17 players. If there are a total of 275 players in the league, how many soccer teams are there?	Are there more or less than 275 teams?	$(\quad \times 17) + 3 = 275$
3/9/2018	F	MD	II	Each of the baseball teams in the city league has 23 players. If there are a total of 328 players in the league, how many baseball teams are there?	Are there more or less than 328 teams?	$(\quad \times 23) + 6 = 328$
5/7/18						

R-23b - Supplemental Attachments-C

5/7/2018	M	PD	II	Third Grade is packing lunches for a field trip. They have 98 lunches to pack, and they want to put them into 12 boxes with the same number of lunches in each box. How many lunches should they put in each box?	Will there be more or less than 98 lunches in each box?	$12x = 98$
5/8/2018	T	PD	II	Third grade is going to watch a parade. There are 13 blankets for 161 students to sit on. If they want to put the same number of students on each blanket, how many students will be sitting on each blanket?	Will there be more or less than 161 students on each blanket?	$13x = 161$
5/9/2018	W			Early Release		
5/10/2018	R	PD-ES	II	Four children want to share 2 blueberry muffins. If each child gets the same amount, how much muffin will each child get?	Will each child get more or less than 1 muffin?	$4x = 2$
5/11/2018	F			Reflex		
5/21/18						
5/21/18	M	PD-ES	II	Four children want to share 3 chocolate bars. If each child gets the same amount, how much chocolate bar will each child get?	Will each child get more or less than 1 chocolate bar?	$4x = 3$
5/22/18	T	MD-MG	II	Each hair bow needs $\frac{1}{4}$ yard of ribbon to make it. How many hair bows can I make with 1 yard of ribbon?	Can I make more or less than 1 hair bow?	$x\frac{1}{4}=1$
5/23/18	W			Early Release		
5/24/18	R	MD-MG	II	Each hair bow needs $\frac{1}{4}$ yard of ribbon to make it. How many hair bows can I make with 3 yards of ribbon?	Can I make more or less than 3 hair bows?	$x\frac{1}{4}=3$
5/25/18	F			Reflex		
5/28/18						
5/28/2018	M			Memorial Day		
5/29/2018	T	JCU	III	Third grade has collected \$192 to spend on a field trip. How many more dollars do they need to collect to reach their goal of \$581 for the field trip?	Do they need to collect more or less than 581 more dollars?	$192+ = 581$
5/30/2018	W			Early Release		
5/31/2018	R	JCU	III	The grocer paid \$482 for a delivery of oranges, carrots, and milk. The payment included \$111 for the oranges, \$96 for the carrots, and the rest for the milk. How much did the grocer pay for the milk?	Did the grocer pay more or less than \$482 for the milk?	$482=111+96+$
6/1/2018	F			Reflex		
6/4/18						
6/4/2018	M	SCU	III	Our class had \$371 saved for field day. We spent \$113 for food and some more for prizes. Now we have \$58 left. How much did we spend for prizes?	Did our class spend more or less than \$371 for prizes?	$371-113- = 58$
6/5/2018	T	SCU	III	The farmer had 402 pounds of pumpkins to sell. He sold some to the grocer, and he sold 146 pounds at his pumpkin patch. Now he has 85 pounds left to sell. How many pounds of pumpkins did the farmer sell to the grocer?	Did the farmer sell more or less than 402 pounds of pumpkins to the grocer?	$402- = 146=85$
6/6/2018	W			Flex Day		
6/7/2018	R			Network PD Day		
6/8/2018	F			Reflex		
6/11/18						

R-23b - Supplemental Attachments-C

6/11/2018	M	JSU	IV	The baker baked some dinner rolls. Then she baked 64 cinnamon rolls and 159 crescent rolls, making a total of 341 rolls. How many dinner rolls did the baker bake?	Did the baker bake more or less than 341 dinner rolls?	+64+159=341
6/12/2018	T	CQU	IV	Jack carried 96 ounces of water down the hill. Jill carried 136 ounces more than Jack. How many ounces of water did Jill carry down the hill?	Did Jill carry more or less than 136 ounces of water down the hill?	96+136=
6/13/2018	W			Reflex		
6/14/2018	R	M & CQU	IV	The pumpkin vine grew 8 inches per week for 9 weeks. During that time, the watermelon vine grew 124 inches longer than the pumpkin vine. How long is the watermelon vine?	Is the watermelon vine more or less than 124 inches long?	(9x8)+124=
6/15/2018	F			Reflex		
6/18/18						
6/18/2018	M	SRU & PPW-WU	I	Philip had 162 marbles. He gave 25 red ones and 22 blue ones to his sister. How many marbles does Philip have left?	Does Philip have more or less than 162 marbles left?	162-(25+22)=
6/19/2018	T	PD & PPW-WU	I	Our class drank 9 packs of juice boxes with the same number of juice boxes in each pack. The girls drank 27 juice boxes and the boys drank 45 juice boxes. How many juice boxes were in each pack?	Do not ask a comprehension question for this problem.	9x =27+45
6/20/2018	W			Early Release		
6/21/2018	R			Reflex		
6/22/2018	F			Flex Day		

Unit	Session	Session	Week	Week	Date	Objective	Student Focus
Unit 1	1.1	Unit 1 - 1.1	1	1	10-Sep	SWBAT represent	Numbers and Operations
Unit 1	1.2	Unit 1 - 1.2	1	2	11-Sep	SWBAT represent	Numbers and Operations
Unit 1	1.3	Unit 1 - 1.3	1	3	12-Sep	SWBAT use arrays to	Numbers and Operations
Unit 1	1.4	Unit 1 - 1.4	1	4	13-Sep	SWBAT review multiplication	Numbers and Operations
Unit 1	1.5	Unit 1 - 1.5	2	5	14-Sep	SWBAT use multiplication to	Numbers and Operations
Unit 1	1.6	Unit 1 - 1.6	2	1	17-Sep	SWBAT find factor pairs for	Numbers and Operations
Unit 1	1.7	Unit 1 - 1.7	2	2	18-Sep	SWBAT determine prime and	Numbers and Operations
Unit 1	1.8	Unit 1 - 1.8	2	3	19-Sep	SWBAT use multiplication to	Numbers and Operations
Unit 1	on 2	Investigation	2	4	20-Sep	Incorporated through sessions above	
Unit 1	TMM 3.5	TMM 3.5	2	4	20-Sep	Incorporate these routines into lesson to demo to students,	
Unit 1		- Unit 1		5	21-Sep	Flex Day	
Unit 2	1.1	Unit 2 - 1.1	23	2	Feb	SWBAT organize and interpret	Measurement and Data
Unit 2	1.2	Unit 2 - 1.2	33	1	May	SWBAT measure height and	Measurement and Data
Unit 2	1.3	Unit 2 - 1.3	33	2	May	SWBAT collect height data	Measurement and Data
Unit 2		Unit 2 -	33	3	May	Flex Day	
Unit 2	1.4	Unit 2 - 1.4	33	4	May	SWBAT compare	Measurement and Data
Unit 2	1.5	Unit 2 - 1.5	33	5	May	SWBAT compare two data	Measurement and Data
Unit 2	2.1	Unit 2 - 2.1	23	3	Feb	SWBAT design a data	Measurement and Data
Unit 2	2.2	Unit 2 - 2.2	23	4	March	SWBAT revise and test data	Measurement and Data
Unit 2	2.3	Unit 2 - 2.3	23	5	March	SWBAT interpret data that	Measurement and Data
Unit 2	2.4	Unit 2 - 2.4	24	1	March	SWBAT compare two sets of	Measurement and Data
Unit 2	2.5	Unit 2 - 2.5	24	2	March	SWBAT represent data on a	Measurement and Data
			24	3	March	Spiral Review - Operation 100	
Unit 2	2.6	Unit 2 - 2.6	24	4	March	SWBAT Interpret, describe,	Measurement and Data
Unit 2	TMM 3.6	TMM 3.6	24	5	March	Flex Day	
Unit 3	1.1	Unit 3 - 1.1	3	1	24-Sep	SWBAT solve multi-step word	Numbers and Operations
Unit 3	1.4	Unit 3 - 1.4	3	2	25-Sep	SWBAT solve 2-digit	Numbers and Operations
Unit 3	2.1	Unit 3 - 2.1	3	3	26-Sep	SWBAT find the quotient for	Numbers and Operations
Unit 3	2.2	Unit 3 - 2.2	3	4	27-Sep	SWBAT solve division	Numbers and Operations
Unit 3	2.3	Unit 3 - 2.3	4	5	28-Sep	SWBAT solve 2-digit dividend	Numbers and Operations
Unit 3	2.4	Unit 3 - 2.4	4	1	1-Oct	SWBAT find missing factors	Numbers and Operations
Unit 3	2.5	Unit 3 - 2.5	4	2	2-Oct	SWBAT understand the	Numbers and Operations
Unit 3	3.3	Unit 3 - 3.3	4	3	3-Oct	SWBAT multiply by multiples	Numbers and Operations
Unit 3	3.4	Unit 3 - 3.4	4	4	4-Oct	SWBAT solve 2-digit	Numbers and Operations

Unit 3	3.6	Unit 3 - 3.6	5	5	5-Oct	SWBAT solve cluster	Numbers and Operations
Unit 3		- Unit 3		1	8-Oct	Indigenous People's Day	
Unit 3	3.7	Unit 3 - 3.7	5	2	9-Oct	SWBAT solve multiplication	Numbers and Operations
Unit 4		Unit 4 -	36	1	May	Memorial Day	
Unit 4	1.1	Unit 4 - 1.1	36	2	May	SWBAT examine relationships	Measurement
Unit 4	1.2	Unit 4 - 1.2	36	3	May	SWBAT use measurement	Measurement
Unit 4	1.3	Unit 4 - 1.3	36	4	May	SWBAT measure perimeter;	Measurement
Unit 4	1.4	Unit 4 - 1.4	19	1	May	SWBAT determine the	Measurement
Unit 4		Unit 4 -	19	2	Jan	ELA Mock	
Unit 4		Unit 4 -	19	3	Jan	ELA Mock	
Unit 4	1.5	Unit 4 - 1.5	19	4	Jan	SWBAT determine the	Measurement
Unit 4	2.1	Unit 4 - 2.1	19	5	Jan	SWBAT identify lines and	Measurement
Unit 4	2.2	Unit 4 - 2.2	20	1	Jan	SWBAT draw and identify	Measurement
Unit 4	2.3	Unit 4 - 2.3	36	5	June	SWBAT sort quadrilaterals	Measurement
Unit 4	2.4	Unit 4 - 2.4	37	1	June	SWBAT sort and compose	Measurement
Unit 4		Unit 4 -	37	2	June	Flex Day	
Unit 4	2.5	Unit 4 - 2.5	20	4	Feb	SWBAT determine angle	Measurement
Unit 4	3.1	Unit 4 - 3.1	20	5	Feb	Flex Day	
Unit 4	3.2	Unit 4 - 3.2	21	1	Feb	SWBAT measure and build	Measurement
Unit 4	3.3	Unit 4 - 3.3	21	2	Feb	SWBAT determine the	Measurement
Unit 4	3.4	Unit 4 - 3.4	21	3	Feb	SWBAT build and measure	Measurement
Unit 4	4.1	Unit 4 - 4.1	21	4	Feb	SWBAT make symmetrical	Measurement
Unit 4	4.2	Unit 4 - 4.2	21	5	Feb	SWBAT identify lines of	Measurement
Unit 4	4.3	Unit 4 - 4.3	22	1	Feb	SWBAT divide polygons in	Measurement
Unit 4	4.4	Unit 4 - 4.4	22	2	Feb	SWBAT find the area of	Measurement
Unit 4	4.5	Unit 4 - 4.5	22	3	Feb	SWBAT determine the area of	Measurement
Unit 4	4.6	Unit 4 - 4.6	22	4	Feb	SWBAT draw and measure an	Measurement
Unit 4		Unit 4 -	22	5	Feb	School-based PD Day (NO	
Unit 4	Investigatio	Investigation	23	1	Feb	Incorporated through sessions above	
Unit 4	TMM	TMM	23	1	Feb	Incorporate these routines into lesson to demo to students,	
Unit 4	TMM 1.1	TMM 1.1	23	1	Feb	Incorporate these routines into lesson to demo to students,	
Unit 4	TMM 1.2	TMM 1.2	23	1	Feb	Incorporate these routines into lesson to demo to students,	
Unit 4	TMM 1.3	TMM 1.3	23	1	Feb	Incorporate these routines into lesson to demo to students,	
Unit 4	TMM 1.4	TMM 1.4	23	1	Feb	Incorporate these routines into lesson to demo to students,	
Unit 5	1.1	Unit 5 - 1.1	5	3	10-Oct	SWBAT fluently add 3-digit	Numbers and Operations

Unit 5	1.2	Unit 5 - 1.2	5	4	11-Oct	SWBAT solve addition	Numbers and Operations
Unit 5		Unit 5 -	5	5	12-Oct	Flex Day	
Unit 5	1.3	Unit 5 - 1.3	6	1	15-Oct	SWBAT find solutions to	Numbers and Operations
Unit 5	2.1	Unit 5 - 2.1	6	2	16-Oct	SWBAT solve and represent 3-	Numbers and Operations
Unit 5	2.4	Unit 5 - 2.4	6	3	17-Oct	SWBAT solve subtraction	Numbers and Operations
Unit 5	2.6	Unit 5 - 2.6	7	4	18-Oct	SWBAT fluently solve	Numbers and Operations
Unit 5	2.7	Unit 5 - 2.7	7	5	19-Oct	SWBAT fluently solve	Numbers and Operations
Unit 5	3.1	Unit 5 - 3.1	7	1	22-Oct	SWBAT Read, write, and	Numbers and Operations
Unit 5	3.2	Unit 5 - 3.2	7	2	23-Oct	SWBAT Read, write, and	Numbers and Operations
Unit 5	3.3	Unit 5 - 3.3	7	3	24-Oct	SWBAT add multiples of 100	Numbers and Operations
Unit 5	3.4	Unit 5 - 3.4	8	4	25-Oct	SWBAT use place value,	Numbers and Operations
Unit 5		-Unit 5			26-Oct	Flex Day	
	3.5	Unit 5 - 3.5	8	1	29-Oct	SWBAT fluently add and	Numbers and Operations
Unit 5	3.6	Unit 5 - 3.6	8	2	30-Oct	SWBAT fluently add and	Numbers and Operations
Unit 5	TMM 1.1	TMM 1.1	8	3	31-Oct	Build fluency through	Numbers and Operations
Unit 5	TMM 1.2	TMM 1.2	8	3	31-Oct	Build fluency through	Numbers and Operations
Unit 5	TMM 1.3	TMM 1.3	8	3	31-Oct	Build fluency through	Numbers and Operations
Unit 5	TMM 1.4	TMM 1.4	8	3	31-Oct	Build fluency through	Numbers and Operations
Unit 5	TMM 1.5	TMM 1.5	8	3	31-Oct	SWBAT Read, write, and	Numbers and Operations
Unit 5	TMM 1.6	TMM 1.6	8	4	1-Nov	Build fluency through	Numbers and Operations
Unit 5	TMM 2.5	TMM 2.5	8	4	1-Nov	Build fluency through	Numbers and Operations
Unit 5	TMM 2.6	TMM 2.6	8	4	1-Nov	Build fluency through	Numbers and Operations
Unit 5	TMM 2.7	TMM 2.7	8	4	1-Nov	Build fluency through	Numbers and Operations
Unit 5	TMM 3.4	TMM 3.4	8	4	1-Nov	Build fluency through	Numbers and Operations
Unit 6	1.1	Unit 6 - 1.1	11	1	26-Nov	SWBAT identify $\frac{1}{2}$'s $\frac{1}{4}$'s	Rational Numbers
Unit 6	1.2	Unit 6 - 1.2	11	2	27-Nov	SWBAT identify $\frac{1}{3}$'s $\frac{1}{6}$'s	Rational Numbers
Unit 6	1.3	Unit 6 - 1.3	11	3	28-Nov	SWBAT identify and explain	Rational Numbers
Unit 6*	1.4	Unit 6	11	4	29-Nov	Use Resource Link in lieu of	Rational Numbers
Unit 6		Unit 6 -	11	5	30-Nov	Flex Day	
Unit 6*	1.5	Unit 6	12	1	3-Dec	Use Resource Link in lieu of	Rational Numbers
Unit 6*	1.6	Unit 6	12	2	4-Dec	Use Resource Link in lieu of	Rational Numbers
Unit 6	2.1	Unit 6 - 2.1	12	3	5-Dec	SWBAT compare two	Rational Numbers
Unit 6		Unit 6 -	12	4	6-Dec	Family Conference - No	
Unit 6	2.2	Unit 6 - 2.2	12	5	7-Dec	SWBAT compare two	Rational Numbers
Unit 6	2.3	Unit 6 - 2.3	13	1	10-Dec	SWBAT compare fractions	Rational Numbers

Unit 6	2.4	Unit 6 - 2.4	13	2	11-Dec	SWBAT compare fractions to	Rational Numbers
Unit 6	2.5	Unit 6 - 2.5	13	3	12-Dec	SWBAT compare and order	Rational Numbers
Unit 6	2.6	Unit 6 - 2.6	13	4	13-Dec	SWBAT compare and order	Rational Numbers
Unit 6		Unit 6 -	13	5	14-Dec	Flex Day	
Unit 6	2.7	Unit 6 - 2.7	14	1	17-Dec	SWBAT compare and order	Rational Numbers
Unit 6	3.1	Unit 6 - 3.1	14	2	18-Dec	SWBAT decompose fractions	Rational Numbers
Unit 6	3.2	Unit 6 - 3.2	14	3	19-Dec	SWBAT solve problems that	Rational Numbers
Unit 6	3.3	Unit 6 - 3.3	14	4	20-Dec	SWBAT use measurement	Rational Numbers
Unit 6		Unit 6 -	14	5	21-Dec	Flex Day	
						Winter Break	
Unit 6		Unit 6 -	15	1	7-Jan	Network Wide Day	
Unit 6	3.4	Unit 6 - 3.4	15	2	8-Jan	SWBAT add and subtract	Rational Numbers
Unit 6	3.5	Unit 6 - 3.5	15	3	9-Jan	<u>SWBAT estimate and add</u>	Rational Numbers
Unit 6	3.6	Unit 6 - 3.6	15	4	10-Jan	<u>SWBAT estimate and add</u>	Rational Numbers
Unit 6	4.1	Unit 6 - 4.1	15	5	11-Jan	SWBAT use visual	Rational Numbers
Unit 6	4.2	Unit 6 - 4.2	16	1	14-Jan	SWBAT multiply fractions by	Rational Numbers
Unit 6	4.3	Unit 6 - 4.3	16	2	15-Jan	SWBAT use multiple	Rational Numbers
Unit 6	4.4	Unit 6 - 4.4	16	3	16-Jan	SWBAT multiply a fraction by	Rational Numbers
Unit 6	TMM 1.2	TMM 1.2	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 1.3	TMM 1.3	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 1.4	TMM 1.4	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 1.5	TMM 1.5	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 1.6	TMM 1.6	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 1.1	TMM 1.1	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 3.1	TMM 3.1	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 3.2	TMM 3.2	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 3.3	TMM 3.3	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 3.4	TMM 3.4	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 3.5	TMM 3.5	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6	TMM 3.6	TMM 3.6	16	4	17-Jan	Incorporate these routines into lesson to demo to students,	
Unit 6		Unit 6 -	16	5	18-Jan	Math Mock	
Unit 6		Unit 6 -	17	1	21-Jan	Math Mock	
						S&S UPDATED to this point	
Unit 7	1.1	Unit 7 - 1.1			Feb	Post Math Mock SWBAT use	Numbers and Operations
Unit 7	1.2	Unit 7 - 1.2			Feb	Post Math Mock SWBAT solve	Numbers and Operations

Unit 7	2.4	Unit 7 - 2.4	8	5	2-Nov	SWBAT solve 2-digit by 2-	Numbers and Operations
Unit 7	2.5	Unit 7 - 2.5	9	2	5-Nov	SWBAT solve 2-digit by 2-	Numbers and Operations
Unit 7		Unit 7 -	9	1	6-Nov	Election Day	
Unit 7	3.3	Unit 7 - 3.3	9	3	7-Nov	SWBAT solve four digit	Numbers and Operations
Unit 7	3.4	Unit 7 - 3.4	9	3	7-Nov	SWBAT solve multistep word	Numbers and Operations
Unit 7	3.5	Unit 7 - 3.5	9	4	8-Nov	SWBAT solve multiplication	Numbers and Operations
Unit 7	3.6	Unit 7 - 3.6	9	5	9-Nov	SWBAT solve multiplication	Numbers and Operations
Unit 7	3.5	Unit 7 - 3.5	10	2	13-Nov	SWBAT solve multiplication	Numbers and Operations
Unit 7	3.6	Unit 7 - 3.6	10	3	14-Nov	SWBAT solve multiplication	Numbers and Operations
PBL		PBL Unit -	10	4	15-Nov	PBL SWBAT explore multiple	Cross-Content Areas
PBL		PBL Unit -	10	5	16-Nov	PBL SWBAT explore multiple	Cross-Content Areas
PBL		PBL Unit -	11	1	19-Nov	PBL SWBAT explore multiple	Cross-Content Areas
PBL		PBL Unit -	11	2	20-Nov	PBL SWBAT explore multiple	Cross-Content Areas
PBL		PBL Unit -	11	3	21-Nov	PBL SWBAT explore multiple	Cross-Content Areas
PBL		PBL Unit -	11	4	22-Nov	Thanksgiving	
PBL		PBL Unit -	11	5	23-Nov	Thanksgiving	
Unit 8	1.2	Unit 8 - 1.2	37	3	June	SWBAT solve multistep word	Numbers and Operations
Unit 8		Unit 8 -	37	4	June	Network PD Day	
Unit 8	1.3	Unit 8 - 1.3	37	5	June	SWBAT describe and analyze	Numbers and Operations
Unit 8	1.4	Unit 8 - 1.4	38	1	June	SWBAT solve multistep word	Numbers and Operations
Unit 8	1.5	Unit 8 - 1.5	38	2	June	SWBAT use tables and	Numbers and Operations
Unit 8		Unit 8 -	38	3	June	Flex Day	
Unit 8	1.6	Unit 8 - 1.6	38	4	June	SWBAT use tables and	Numbers and Operations
Unit 8	1.7	Unit 8 - 1.7	38	5	June	SWBAT complete a table and	Numbers and Operations
Unit 8	1.8	Unit 8 - 1.8	39	1	June	SWBAT use tables and	Numbers and Operations
Unit 8	1.9	Unit 8 - 1.9	39	2	June	SWBAT write a rule using	Numbers and Operations
Unit 8	TMM 1.2	TMM 1.2	39	3	June	Incorporate these routines into lesson to demo to students,	
Unit 8	TMM 1.4	TMM 1.4	39	3	June	Incorporate these routines into lesson to demo to students,	
Unit 8	Investigatio	Investigation	39	3	June	Incorporated through sessions above	
Unit 8	TMM 1.1	TMM 1.1	39	3	June	Incorporate these routines into lesson to demo to students,	
Unit 8	TMM 1.5	TMM 1.5	39	3	June	Incorporate these routines into lesson to demo to students,	
Unit 8	TMM 1.6	TMM 1.6	39	3	June	Incorporate these routines into lesson to demo to students,	
Unit 8	TMM 1.6	TMM 1.6	39	3	June	Incorporate these routines into lesson to demo to students,	
Unit 8	TMM 1.7	TMM 1.7	39	3	June	Incorporate these routines into lesson to demo to students,	
Unit 8	TMM 1.8	TMM 1.8	39	3	June	Incorporate these routines into lesson to demo to students,	

Unit 8		Unit 8 -	39	4	June	Flex Day	
Unit 8		Unit 8 -	39	5	June	Flex Day	
Review					April	TBD	
		-	34	1	14-May	Spring Break	
		-	34	2	15-May		
		-	34	3	16-May		
		-	34	4	17-May		
		-	34	5	18-May		
PBL		PBL -	35	1	21-May	Submit by 5/7/18	TOPICS of PBL should be identi Math and Academic Director b participating in the PBL oppor spend that time re-teaching In for the next grade, and must su
PBL		PBL -	35	2	22-May	Submit by 5/7/18	
PBL		PBL -	35	3	23-May	Submit by 5/7/18	
PBL		PBL -	35	4	24-May	Submit by 5/7/18	
PBL		PBL -	35	5	25-May	Submit by 5/7/18	

Focus for Teacher	CGI	Spiral Focus
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 3-digit story	Multiplicative Comparison
Fidelity of Investigations 3	More or Less - 3-digit story	Prime and Composite
Fidelity of Investigations 3	More or Less - 2-digit story	Multiplication and Arrays
Fidelity of Investigations 3	More or Less - 2-digit story	Factors and Multiples
	More or Less - 2-digit story	
BUT should be practiced by students at home.		
	Reflex Launch	
Fidelity of Investigations 3	More or Less - 1-digit and 3-	
Fidelity of Investigations 3	More or Less - 1-digit equal	
Fidelity of Investigations 3	More or Less - 1-digit equal	
	Reflex	
Fidelity of Investigations 3	More or Less - 3 and 4-digit	
Fidelity of Investigations 3	Reflex	
Fidelity of Investigations 3	EARLY RELEASE - if time	
Fidelity of Investigations 3	More or Less - 2-digit story	
Fidelity of Investigations 3	More or Less - 2 and 3-digit	
Fidelity of Investigations 3	More or Less - single-digit	
Fidelity of Investigations 3	More or Less - 2 and 3-digit	
Fidelity of Investigations 3	More or Less - 2 and 3-digit	
Fidelity of Investigations 3	More or Less - 1 and 2-digit	Multiplication
Fidelity of Investigations 3	More or Less - 1 and 3-digit	Arrays
Fidelity of Investigations 3	More or Less - 1 and 2-digit	Division
Fidelity of Investigations 3	More or Less - single-digit	Division with Remainders
Fidelity of Investigations 3	More or Less - single-digit	Division Stories
Fidelity of Investigations 3	More or Less - 1-digit story	Division
Fidelity of Investigations 3	Spiral Review	Multiplication/Division
Fidelity of Investigations 3	More or Less - 2-digit story	Multiples
Fidelity of Investigations 3	Spiral Review	Doubles and Halves

Fidelity of Investigations 3	More or Less - 2-digit story	Multiplication Strategies
Fidelity of Investigations 3	More or Less - 3-digit story	Problems
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	EARLY RELEASE - if time	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 2 and 3-digit	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 3-digit multi-	
Fidelity of Investigations 3	More or Less - 3-digit multi-	
Fidelity of Investigations 3	Reflex	
Fidelity of Investigations 3	More or Less - PPW story	
	Reflex	
Fidelity of Investigations 3	More or Less - fraction story	
Fidelity of Investigations 3	More or Less - multi-step	
Fidelity of Investigations 3	More or Less - mixed-	
Fidelity of Investigations 3	EARLY RELEASE - if time	
Fidelity of Investigations 3	More or Less - fraction story	
Fidelity of Investigations 3	More or Less - multi-step	
Fidelity of Investigations 3	Spiral Review - Operation 100	
Fidelity of Investigations 3	Spiral Review - Operation 100	
Fidelity of Investigations 3	EARLY RELEASE - if time	
Fidelity of Investigations 3	More or Less - mixed-	
	More or Less - multi-step	
BUT should be practiced by students at home.		
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BUT should be practiced by students at home.		
Fidelity of Investigations 3	More or Less - 3-digit story	Addition

Fidelity of Investigations 3	More or Less - 3-digit story	Addition Strategies	
Fidelity of Investigations 3	More or Less - 3-digit story	Starter Problems	
Fidelity of Investigations 3	More or Less - 3-digit story	Subtraction Models	
Fidelity of Investigations 3	More or Less - 3-digit story	US Standard Subtraction	
Fidelity of Investigations 3	More or Less - 3-digit story	Subtraction	
Fidelity of Investigations 3	More or Less - 3-digit story	US Standard Subtraction	
Fidelity of Investigations 3	More or Less - 3-digit story	Fluency with multi-digit	
Fidelity of Investigations 3	More or Less - 3-digit story	Fluency with multi-digit	
Fidelity of Investigations 3	More or Less - 1 and 2-digit	Fluency with multi-digit	
Fidelity of Investigations 3	More or Less - 1 and 2-digit	Addition and Subtraction	
Fidelity of Investigations 3	More or Less - 2 and 3-digit	Addition and Subtraction	
Fidelity of Investigations 3	Spiral Review	Addition and Subtraction	
Fidelity of Investigations 3	More or Less - 1 and 2-digit		
Fidelity of Investigations 3			
Fidelity of Investigations 3			
Fidelity of Investigations 3			
Fidelity of Investigations 3	Spiral Review		
Fidelity of Investigations 3			
Fidelity of Investigations 3			
Fidelity of Investigations 3	More or Less - 3-digit story		
Fidelity of Investigations 3			
Fidelity of Investigations 3			
Fidelity of Investigations 3	More or Less - 2-digit story	Halves and Fourths	
Fidelity of Investigations 3	More or Less - 2-digit story	Thirds and Sixths	
Fidelity of Investigations 3	More or Less - 3-digit story	Equivalent Fractions	
Fidelity of Investigations 3	More or Less - 3-digit story	Decimals using tenths and	
Fidelity of Investigations 3	More or Less - 3-digit story	Equivalent fractions	
Fidelity of Investigations 3	More or Less - 3-digit story	Equivalent fractions	
Fidelity of Investigations 3	More or Less - 2-digit story	Fractions	
Fidelity of Investigations 3	More or Less - 1-digit story	Fractions	
Fidelity of Investigations 3	More or Less - 1 and 2-digit	Equivalent Fractions	

Fidelity of Investigations 3	More or Less - 1 and 2-digit	Fractions and Landmark	
Fidelity of Investigations 3	More or Less - 3-digit story	Equivalent Fractions	
Fidelity of Investigations 3	More or Less - 3-digit story	Fractions on Number Line	
Fidelity of Investigations 3	More or Less - 2 and 3-digit	Decimals on Number Line	
Fidelity of Investigations 3	More or Less - 2 and 3-digit	Adding fractions	
Fidelity of Investigations 3	More or Less - 3-digit story		
Fidelity of Investigations 3	More or Less - 3-digit story		
Fidelity of Investigations 3	More or Less - 3-digit story		4.NF.3c
Fidelity of Investigations 3	More or Less - 3-digit story		
Fidelity of Investigations 3	More or Less - 2 and 3-digit		
Fidelity of Investigations 3	More or Less - 2 and 3-digit		4.NF.4
Fidelity of Investigations 3			
Fidelity of Investigations 3	More or Less - 1, 2 and 3-		
Fidelity of Investigations 3	More or Less - 3-digit multi		
BUT should be practiced by s	More or Less - 3-digit multi		
BUT should be practiced by students at home.			
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BUT should be practiced by s	More or Less - whole number		
BUT should be practiced by students at home.			
BUT should be practiced by students at home.			
Fidelity of Investigations 3	More or Less - 2-digit story		
Fidelity of Investigations 3			

Fidelity of Investigations 3	More or Less - 1 and 2-digit	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 3-digit story	
Fidelity of Investigations 3	More or Less - 2 and 3-digit	
Fidelity of PBL, complete all	More or Less - 3-digit story	
Fidelity of PBL, complete all	More or Less - 3-digit story	
Fidelity of PBL, complete all	More or Less - 3-digit story	
Fidelity of PBL, complete all	More or Less - 3 and 4 -digit	
Fidelity of PBL, complete all	More or Less - 3-digit	
Fidelity of Investigations 3		
Fidelity of Investigations 3	Reflex	
Fidelity of Investigations 3	More or Less - 1 digit whole	
Fidelity of Investigations 3	More or Less - 1 digit whole	
Fidelity of Investigations 3	More or Less - 1 digit whole	
Fidelity of Investigations 3	Reflex	
Fidelity of Investigations 3	More or Less - 1 digit whole	
Fidelity of Investigations 3	More or Less - 1 digit multi	
BUT should be practiced by s	EARLY RELEASE - if time	
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	Reflex		
	Reflex		
Spiral Review of selected			
ified and submitted to PPN y 5/7/18. Those teachers not tunity will be required to vestigations 3 units pertinent bmit their plans to their	CGI block allocated to PBL		
	CGI block allocated to PBL		
	CGI block allocated to PBL		
	CGI block allocated to PBL		
	Reflex for 30 mins		

Week 9/10						
DATE	Day	Type	Level	Context	Comprehension	Number Sentence
10-Sep	M	JRU	I	On Monday, the baker baked 129 cookies. On Tuesday, she baked 152 cookies. How many cookies did the baker bake?	Did the baker bake more or less than 152 cookies?	$129+152=$
11-Sep	T	JRU	I	Last week, our class recycled 367 water bottles. This week, we recycled 753 water bottles. How many water bottles did we recycle altogether?	Did our class recycle more or less than 753 water bottles?	$367+753=$
12-Sep	W	SRU	I	Our class had 207 paper clips. We used 159. How many paper clips do we have left?	Does our class have more or less than 207 paper clips left?	$207-159=$
13-Sep	H	SRU	I	Devon had 948 rubber bands. He used 379 to make a rubber-band ball. How many rubber bands does Devon have left?	Does Devon have more or less than 948 rubber bands left?	$948-379=$
14-Sep	F	CDU	II	Last week, the bus driver drove 249 miles. This week, she drove 513 miles. How many more miles did she drive this week than last week?	Do not ask a comprehension question for this problem type.	$513-249=$
Week 9/17						
DATE	Day	Type	Level	Context	Comprehension	Number Sentence
17-Sep	M	CDU	II	The winning football team gained 498 yards during the football game. The losing team gained only 189 yards. How many more yards did the winning team gain than the losing team?	Do not ask a comprehension question for this problem type.	$498-189=$
18-Sep	T	M	II	The koala is 21 inches tall. The elephant is 9 times as tall as the koala. How tall is the elephant?	Is the elephant more or less than 21 inches tall?	$9 \times 21 =$
19-Sep	W	M	II	There are 15 classes going to the symphony. Each class has 23 students. How many students are going to the symphony?	Are more or less than 23 students going to the symphony?	$15 \times 23 =$
20-Sep	H	MD	II	Francesca earns \$3 an hour babysitting. How many hours will she need to babysit to have the \$42 she needs to buy her school uniform this year?	Does Francesca need to babysit more or less than 42 hours?	$x3=42$ and $42 \div 3 =$
21-Sep	F			Reflex Launch		
Week 9/24						
Day	Type	Level	Context	Comprehension	Number Sentence	
24-Sep	M	MD	II	Silvia is making a ball out of paper maché. She needs to have 92 inches of newspaper strips to make the ball. If each strip of newspaper is 7 inches long, how many strips of newspaper does she need to make?	Does Silvia need to make more or less than 92 strips of newspaper?	$x7=92$ and $92 \div 7 =$
25-Sep	T	PD	II	Oliver has 210 dollars to buy gifts for his three brothers. He wants to spend the same amount for each gift. How much can he spend for each gift?	Can Oliver spend more or less than 210 dollars for each gift?	$3x = 210$ and $210 \div 3 =$
26-Sep	W	PD	II	A snake is 72 cm long. The snake is 6 times as long as the mouse it eats for lunch. How long is the mouse?	Is the mouse more or less than 72 cm long?	$72=6x$ and $72 \div 6 =$
27-Sep	H	PD-ES	II	Two children want to share 5 brownies so that everyone gets the same amount. How much does each child get? Four children want to share 5 brownies so that everyone gets the same amount. How much does each child get?	Does each child get more or less than 1 brownie?	$2x = 5$ and $5 \div 2 =$, $4x = 5$ and $5 \div 4 =$
28-Sep	F	PD-ES	II	Four friends want to share 10 candy bars so that they each get the same amount. How much does each child get? Four friends want to share 9 candy bars so that they each get the same amount. How much does each child get?	Does each friend get more or less than 1 candy bar?	$4x = 10$ and $10 \div 4 =$, $4x = 9$ and $9 \div 4 =$
Week 10/01						
Day	Type	Level	Context	Comprehension	Number Sentence	
1-Oct	M	Multi-Step	ms	David runs 4 miles every morning and 3 miles when he gets home from work every day. How many miles does he run in 6 days?	Does David run more or less than 4 miles in 6 days?	$(4 + 3) \times 6 =$

R-23b - Supplemental Attachments-C

2-Oct	T			Spiral Review		
3-Oct	W	Multi-Step	ms	Cassidy started her book on Tuesday. On Wednesday, she read 15 pages, and finished the book. She read 40 more pages on Tuesday than she read on Wednesday. How long was her book?	Is Cassidy's book more or less than 40 pages?	$(40 + 15) + 15 =$
4-Oct	H			Spiral Review		
5-Oct	F	Multi-Step	ms	Alex went to an orchard to pick peaches with her sister and her mom. They each picked 80 peaches. When they got home, Alex made a pie that used 15 of the peaches. How many peaches do they have left after Alex made the pie?	Does Alex have more or less than 80 peaches left?	$(80 \times 3) - 15 =$
Week 10/08						
	Day	Type	Level	Context	Comprehension	Number Sentence
8-Oct	M			Indigenous People's Day		
9-Oct	T	JCU	III	Selena has saved \$354. How much more money does she need to save to buy a computer that costs \$732?	Does Selena need to save more or less than \$732 more?	$354 + \quad = 732$
10-Oct	W	JCU	III	Germaine had 365 pennies in his piggy bank. During the summer he collected lots more. Now he has 821 pennies in his bank. How many pennies did he collect during the summer?	Did Germaine collect more or less than 821 pennies during the summer?	$365 + \quad = 821$
11-Oct	H	SCU	III	Mr. Webb's class started the year with 452 pencils. Now they only have 209 left. How many pencils have they used so far this year?	Has Mr. Webb's class used more or less than 452 pencils so far this year?	$452 - \quad = 209$
12-Oct	F			FLEX DAY		
Week 10/15						
	Day	Type	Level	Context	Comprehension	Number Sentence
15-Oct	M	SSU	IV	The warehouse store had a refrigerated room full of milk. The store sold 203 gallons of milk. Now there are 632 gallons of milk in the room. How many gallons of milk were in the room at first?	Did the refrigerated room have more or less than 632 gallons of milk at first?	$-203 = 632$
16-Oct	T	SSU	IV	Federico received a truck load of Christmas trees to sell. The first week, he sold 259 trees. The next week, he sold 317 trees. Now he has 108 trees left to sell. How many trees did Federico have at first?	Did Federico start with more or less than 317 trees?	$-259 - 317 = 108$
17-Oct	W	PPW-WU	I	Mamadou has a collection of 413 blue marbles and 598 red marbles. How many marbles does he have?	Does Mamadou have more or less than 598 marbles?	$413 + 598 =$
18-Oct	H	PPW-WU	I	The Natural History Museum has 522 animal fossils and 798 plant fossils in its collection. How many fossils are in the museum's collection?	Does the museum have more or less than 798 fossils?	$522 + 798 =$
19-Oct	F	SRU	I	The high school football players are selling fundraising cards. They need to sell 974 cards to earn enough for their uniforms. So far, they have sold 597 cards. How many cards do they have left to sell?	Does the football team have more or less than 974 cards left to sell?	$974 - 597 =$
Week 10/22						
	Day	Type	Level	Context	Comprehension	Number Sentence
22-Oct	M	CDU	II	Kim plays basketball on a hoop that is 136 in. tall. Her baby sister plays on a hoop that is 3 ft. 2 in. tall. How many more inches tall is Kim's basketball hoop than her baby sister's?	Do not ask a comprehension question for this problem type.	$136 \text{ in.} - 3 \text{ ft. } 2 \text{ in.} =$
23-Oct	T	CDU	II	The school was holding a domino train contest. Demetrio's train had 178 dominoes. Laney's train had 362 dominoes. How many more dominoes did Laney's train have than Demetrio's?	Do not ask a comprehension question for this problem type.	$362 - 178 =$

AF Math Stories 4th Sept. #2

AF Math Stories 4th Sept. #3

R-23b - Supplemental Attachments-C

24-Oct	W	M & JRJ	II	Ms. Edwards bought eight dozen muffins for a school fun run. She also bought eight muffins for her family to eat. How many muffins did she buy?	Did Ms. Edwards buy more or less than 12 muffins?	$(8 \times 12) + 8 =$	
25-Oct	R	CQU & M	II	Last summer, Edgar earned \$27 mowing lawns. He earned \$12 less than that washing windows. He earned 3 times as much money walking dogs as he earned washing windows. How much money did Edgar earn walking dogs?	Do not ask a comprehension question for this problem.	$3 \times (27 - 12) =$	
26-Oct	F			FLEX DAY			
Week 10/29							
	Day	Type	Level	Context	Comprehension	Number Sentence	
29-Oct	M	Multi-Step	ms	On a road trip, three friends took turns driving. Together they drove 500 miles. Maria drove 230 miles. Tina drove 50 miles less than Maria. Jenna drove the rest of the way. How many miles did Jenna drive?	Did Jenna drive more or less than 500 miles?	$500 - (230 - 50) + 230 =$	AF Math Stories 4th Sept. #4
30-Oct	T			Spiral Review			
31-Oct	W	Multi-Step	ms	Shane is saving up money from doing chores around the house. He starts with \$25 he got for his birthday. Then he earns \$2 each day he does chores. He does chores for 6 days. How much money does he have in all?	Does Shane have more or less than \$25 in all?	$25 + (6 \times 2) =$	AF Math Stories 4th Sept. #5
1-Nov	H			Spiral Review			
2-Nov	F	Multi-Step	ms	At Green School there are 600 students, of which 320 are girls. At Hughes School there are 498 students of which 253 are girls. How many boys go to Green School and Hughes School combined?	Are there more or less than 600 boys that go to Green School and Hughes School combined?	$(600 - 320) + (498 - 253) =$	AF Math Stories 4th Sept. #6
Week 11/05							
5-Nov	M	PPW-PU	III	572 children ate lunch in the cafeteria. 188 ate rosemary chicken and the rest ate corn dogs. How many children ate corn dogs?	Did more or less than 572 children eat corn dogs?	$572 - 188 =$	
6-Nov	T			Election Day			
7-Nov	T	PPW-PU	III	There are 741 books in the school library. 393 are fiction and the rest are non-fiction. How many non-fiction books are there in the school library?	Are there more or less than 741 non-fiction books in the library?	$741 - 393 =$	
8-Nov	H	JSU	IV	Mr. Jones had some colored pencils in a bin. He put 129 new colored pencils in the bin. Now there are 217 colored pencils in the bin. How many were in the bin to start with?	Were there more or less than 217 colored pencils in the bin to start with?	$+129 = 217$	
9-Nov	F	JSU	IV	The dance studio had some students. 192 new students signed up. Now the studio has 378 students. How many students did the dance studio have at first?	Did the dance studio have more or less than 378 students at first?	$+192 = 378$	
Week 11/12							
12-Nov	M	CQU	IV	The wheat in the field is 134 centimeters tall. The corn is 217 centimeters taller than the wheat. How tall is the corn?	Is the corn more or less than 217 centimeters tall?	$134 + 217 =$	
13-Nov	T	CQU	IV	A boa constrictor is 388 inches long. An anaconda is 219 inches longer than the boa. How long is the anaconda?	Is the anaconda more or less than 388 inches long?	$388 + 219 =$	
14-Nov	W	M	II	Charlie's desk is 24 inches wide. His classroom is 15 times as wide as his desk. How wide is his classroom?	Is Charlie's classroom more or less than 24 inches wide?	$15 \times 24 =$	
15-Nov	H	M	II	The auditorium has 23 rows of seats with 18 seats in each row. How many seats are in the auditorium?	Are there more or less than 23 seats in the auditorium?	$23 \times 18 =$	

R-23b - Supplemental Attachments-C

16-Nov	F	SRU	I	Makayla's mother had \$342 to pay bills this month. She paid \$56 for the gas bill and \$137 for the electricity bill. How much money does she have left to pay the phone bill?	Does Makayla's mother have more or less than \$342 left?	$342-56-137=$	
Week 11/19							
19-Nov	M	SRU & JRU	I	The fourth graders are selling Otter Pops for a fundraiser. At the beginning of the week, they had 243 Otter Pops. During the week they sold 157 Otter Pops. Today, their teacher gave them 212 more Otter Pops to sell. How many Otter Pops do they have now?	Do the fourth graders have more or less than 243 Otter Pops now?	$243-157+212=$	
20-Nov	T	CDU	II	The high school has 1103 students. The elementary school has 539 students. How many more students does the high school have than the elementary school?	Do not ask a comprehension question for this problem type.	$1103-539=$	
21-Nov	W	JRU & CDU	II	Fourth grade challenged fifth grade to a reading contest. Fourth grade read 578 pages on Monday and 445 pages on Tuesday. Fifth grade read 419 pages on Monday and 326 pages on Tuesday. Which grade won the contest, and by how many pages did they win?	Do not ask a comprehension question for this problem type.	$(578+445)-(419+326)=$	
22-Nov	H			Thanksgiving	FLEX		
23-Nov	F			Thanksgiving			
Week 11/26							
26-Nov	M	PD	II	Caroline drank 48 ounces of water on Monday. She drank 8 times as much water as Mary. How many ounces of water did Mary drink on Monday?	Did Mary drink more or less than 48 ounces of water on Monday?	$x8=48$ and $48\div8=$	4.OA.1, 2
27-Nov	T	PD	II	Steven is 63 inches tall. He is 9 times as tall as his younger brother Marcus. How tall is Marcus?	Is Marcus more or less than 63 inches tall?	$x9=63$ and $63\div9=$	4.OA.1, 2
28-Nov	W	MD	II	Paul gets paid \$5 per hour for doing yard work. If he earned \$195, how many hours did he work?	Did he work more or less than 195 hours?	$x5=195$ and $195\div5=$	
29-Nov	H	MD	II	The grocery store has cups of yogurt with 8 ounces in each cup. How many cups of yogurt are at the store if there are 936 ounces of yogurt?	Are there more or less than 936 cups of yogurt at the store?	$x8=936$ and $936\div8=$	
30-Nov	F			FLEX Day			
Week 12/03							
3-Dec	M	PD	II	The apple grower picked 505 apples and packed them into bags with the same number of apples in each bag. If the grower packed 19 full bags, how many apples did he put into each bag?	Did the grower put more or less than 505 apples into each bag?	$19x =505$ and $505\div19=$	
4-Dec	T	PD	II	The organizers of the city marathon provided 663 bottles of water at the 17 water stations, with the same number of bottles at each water station. How many bottles of water were provided at each station?	Were there more or less than 663 bottles of water at each station?	$17x =663$ and $663\div17=$	
5-Dec	W	PD-ES	II	Eight children want to share 12 waffles so that each child gets exactly the same amount. How much waffle should each child get?	Will each child get more or less than 1 waffle?	$8x =12$ and $12\div8=$	
6-Dec	H			Family Conference - No Students			
7-Dec	F	PD-ES	II	Eight children want to share 6 oranges so that each child gets exactly the same amount. How much orange should each child get?	Will each child get more or less than 1 orange?	$8x =6$ and $6\div8=$	
Week 12/10							
10-Dec	M	M & JCU	III	You saved \$16 per week for 8 weeks. How much more money do you need to save to have \$346?	Do you need to save more or less than 346 more dollars?	$(8x16)+ =346$	
11-Dec	T	MD & JCU	III	The fundraiser has a goal of raising \$500 by selling coupon books for \$5 each. If 65 books have been sold so far, how many more books need to be sold to reach the goal?	Do more or less than 500 more books need to be sold?	$500\div5=65+$	

R-23b - Supplemental Attachments-C

12-Dec	W	SCU	III	For the holidays your family is traveling to Grandma's house, which is in a city that is 594 miles from where you live. During the trip, you saw a sign saying there were 267 more miles to that city. How far had you traveled when you saw the sign?	Had you traveled more or less than 594 miles?	$594 - 267 =$
13-Dec	H	SCU	III	623 people came to the high school football game. When it started raining, 347 people went home. Only 208 people stayed until the end of the game. How many other people went home before the end of the game?	Did more or less than 623 other people go home before the end of the game?	$623 - 347 - 208 =$
14-Dec	F			FLEX Day		
Week 12/17						
17-Dec	M	PD	II	Jason has 1,245 dollars to donate to his 3 favorite charities. He wants to donate the same amount to each charity. How much can he donate to each charity?	Will Jason donate more or less than 1,245 dollars to each charity?	$1245 \div 3 =$ or $3 \times = 1245$
18-Dec	T			Spiral Review		
19-Dec	W	PD	III	The national marathon organizers have prepared 1,438 cups of water for 7 water stations around the city. Each water station should have the same amount of water. How many cups of water are available for each water station?	Will each water station have more or less than 1,438 cups of water?	$1438 \div 7 =$ or $7 \times = 1438$
20-Dec	H			Spiral Review		
21-Dec	F	PD	III	The 4th grade baked 1,225 sugar cookies to package in 6 large boxes, with the same number of cookies in each box. How many cookies will be in each box?	Will there be more or less than 1,225 sugar cookies in each box?	$1225 \div 6 =$ or $6 \times = 1225$
Week 01/07/19						
7-Jan	M			Network Wide Day		
8-Jan	M	CRU	IV	Melissa's father is 194 centimeters tall. He is 79 centimeters taller than Melissa. How tall is Melissa?	Is Melissa more or less than 194 centimeters tall?	$194 - 79 =$
9-Jan	T	CRU	IV	One day, 717 people rode on the ferris wheel. That was 69 more than the number of people who rode the roller coaster. How many people rode the roller coaster?	Did more or less than 717 people ride the roller coaster?	$717 - 69 =$
10-Jan	W	PPW-WU	I	In one month, a vending machine sold 323 bottles of soda, 536 bottles of water, and 424 bottles of juice. How many bottles were sold altogether?	Did the vending machine sell more or less than 536 bottles in one month?	$323 + 536 + 424 =$
11-Jan	R	PPW-WU	I	The baker baked 273 chocolate chip cookies and 442 sugar cookies, but forgot to put sugar in 187 of the sugar cookies and had to throw them away. How many cookies did the baker have available to sell?	Do not ask a comprehension question for this problem.	$273 + (442 - 187) =$
Week 01/14/19						
14-Jan	M	MD & JCU	III	The fundraiser has a goal of raising \$500 by selling coupon books for \$5 each. If 65 books have been sold so far, how many more books need to be sold to reach the goal?	Do more or less than 500 more books need to be sold?	$500 \div 5 = 65 +$
15-Jan	T	SRU	I	Jackie made a pan of Rice Krispie treats. She got hungry and ate $\frac{1}{6}$ of it. How much of the pan of Rice Krispie treats is left for the family to eat?	Is there more or less than 1 pan of Rice Krispie treats left for the family to eat?	$1 - \frac{1}{6} =$
16-Jan	W	SRU	I	Matt baked 2 apple pies. He ate $\frac{1}{12}$ of one pie. How much apple pie is left?	Are there more or less than 2 apple pies left?	$2 - \frac{1}{12} =$
17-Jan	R	SRU & JRU & CDU	II	Jackson had 362 marbles before giving 48 of them to his sister. Michon had 178 marbles before her brother gave her 48 more. Now, how many more marbles does Jackson have than Michon?	Do not ask a comprehension question for this problem type.	$(362 - 48) - (178 + 48) =$
18-Jan	F			Math Mock		
Week 01/21/19						
21-Jan	F			Math Mock		

R-23b - Supplemental Attachments-C

22-Jan	M	M	II	At breakfast, the cafeteria served 24 bottles of orange juice that had 28 ounces in each bottle. How many ounces of orange juice did the cafeteria serve?	Did the cafeteria serve more or less than 28 ounces of orange juice?	$24 \times 28 =$
23-Jan	T	M	II	A roll of ribbon had 27 yards of ribbon. With 36 inches in each yard, how many inches of ribbon were on the roll?	Were there more or less than 36 inches of ribbon on the roll?	$27 \times 36 =$
24-Jan	W	PPW-PU & MD	II	In the city softball league, there are 9 players on each team. If 96 girls and 21 boys signed up to play, how many full teams can be organized?	Can more or less than 96 teams be organized?	$x9=96+21$ and $(96+21) \div 9 =$
25-Jan	R	PPW-PU & MD	II	The cafeteria is preparing bags of mini-cookies for snack. They have 215 chocolate chip cookies, 125 sugar cookies, and 330 oatmeal cookies. If they put 5 cookies in each bag, how many bags can they prepare?	Do not ask a comprehension question for this problem.	$215+125+330 =$ $x5$ and $(215+125+330) \div 5 =$
CGI Calendar Updated to 1/25/19						
Week 01/8/18						
01/08/18	M	JRU & CDU	II	Libby hopped 136 times on her right foot and 67 times on her left foot. Sam hopped 38 times on his right foot and 118 times on his left foot. Who hopped more, and how many more times did that child hop than the other?	Do not ask a comprehension question for this problem type.	$(136+67) - (38+118) =$
01/09/18	T	PPW-PU & M	III	Jeremy has some pennies and 13 quarters in his coin collection. Altogether, the coin collection contains 800 cents. How many pennies are in the collection?	Are there more or less than 800 pennies in the coin collection?	$+(13 \times 25) = 800$
01/10/18	W			EARLY RELEASE	EARLY RELEASE	
01/11/18	R	M-MG	II	Alissa baked 14 cupcakes. She put $\frac{1}{4}$ of a cup of frosting on each cupcake. How many cups of frosting did she use?	Did Alissa use more or less than 14 cups of frosting?	$14 \times \frac{1}{4} =$
01/12/18	F	M-MG	II	Willie feeds his frogs $\frac{3}{4}$ of a cup of frog food each day. How many cups of frog food does he use in 14 days?	Does Willie use more or less than 14 cups of frog food?	$14 \times \frac{3}{4} =$
Week 01/15/18						
1/15/18	M			Martin Luther King Jr. Day		
1/16/18	T			Flex Day	Flex Day	
1/17/18	W			EARLY RELEASE	EARLY RELEASE	
1/18/18	R	PD-ES	II	Three children want to share 6 $\frac{1}{2}$ candy bars so that each child gets the same amount. How much candy bar should each child get?	Should each child get more or less than 1 candy bar?	$3x = 6\frac{1}{2}$ and $6\frac{1}{2} \div 3 =$
1/19/18	F	PPW-PU & M	III	Jeremy has some pennies and 13 quarters in his coin collection. Altogether, the coin collection contains 800 cents. How many pennies are in the collection?	Are there more or less than 800 pennies in the coin collection?	$+(13 \times 25) = 800$
Week 01/22/18						
1/22/18	M	PPW-PU & M	III	Cheyenne has some nickels and 539 pennies in her money jar. Altogether she has 964 cents in her money jar. How many nickels does Cheyenne have in her money jar?	Does Cheyenne have more or less than 964 nickels in her money jar?	$(x5) + 539 = 964$
1/23/18	T			ELA Mock		
1/24/18	W			ELA Mock		
1/25/18	R	JSU	IV	Lyle's family was driving to Aunt Carol's house in the country. After a while, Lyle asked his mother, "How much farther is it to Aunt Carol's house?" She answered, "We have 287 kilometers left to go." Altogether, it was 383 kilometers to Aunt Carol's house, so how far had the family already driven?	Had the family already driven more or less than 383 kilometers?	$+287 = 383$

R-23b - Supplemental Attachments-C

1/26/18	F	JSU	IV	The neighborhood garden was ready for harvesting. On Monday, the neighborhood picked all of the corn. On Tuesday, they picked 327 pounds of pumpkins. On Wednesday, they picked 538 pounds of watermelon. Altogether they picked 1004 pounds of produce. How many pounds of corn did the neighborhood pick?	Did the neighborhood pick more or less than 1004 pounds of corn?	+327+538=1004
Week 01/29/18						
1/29/18	M	SSU	IV	The aquarium had a large tank of small fish to feed the seals. On Thursday, the seals ate 138 of the fish. On Friday, the seals ate 456 of the fish. Then, 221 fish were left in the tank. How many fish were in the tank at first?	Were there more or less than 456 fish in the tank at first?	-138-456=221
1/30/18	T			Math Mock		
1/31/18	W			Math Mock		
2/1/18	R	SSU	IV	The hardware store had a large spool of wire. The first customer bought 482 feet of wire. The second customer bought 394 feet of wire, leaving 376 feet of wire on the spool. How many feet of wire were on the spool when the store opened?	Were there more or less than 482 feet of wire on the spool when the store opened?	-482-394=376
2/2/18	F			Flex Day	Flex Day	
Week 02/05/18						
2/5/18	M	JRU	I	Charlie Brown, Lucy, and Linus took turns painting a fence. Lucy painted for 3/6 of an hour and went home. Charlie Brown also painted for 3/6 of an hour before he got tired. Linus painted for 1/6 of an hour and finished the job. How long did it take to paint the fence?	Did it take more or less than 3/6 of an hour to paint the fence?	$\frac{3}{6}+\frac{3}{6}+\frac{1}{6}=\frac{7}{6}$
2/6/18	T	JRU	I	While shopping at the deli counter in the grocery store, I bought 2 3/8 pounds of provolone cheese and 3 4/8 pounds of swiss cheese. How much cheese did I buy?	Did I buy more or less than 3 4/8 pounds of cheese?	$2\frac{3}{8}+3\frac{4}{8}=\frac{23}{4}$
2/7/18	W			EARLY RELEASE	EARLY RELEASE	
2/8/18	R	SRU	I	I had 5/6 of a kilogram of ham. I used 2/6 of a kilogram to make sandwiches. How much ham do I still have?	Do I still have more or less than 5/6 of a kilogram of ham?	$\frac{5}{6}-\frac{2}{6}=\frac{3}{6}$
2/9/18	F	SRU	I	I had 11/12 of a foot of bubble gum tape. I gave 4/12 of a foot to Omar, and I ate 5/12 of a foot myself. How much bubble gum tape do I have left?	Do I have more or less than 11/12 of a foot of bubble gum tape left?	$\frac{11}{12}-\frac{4}{12}-\frac{5}{12}=\frac{2}{12}$
Week 02/12/18						
2/12/18	M			Spiral Review - Operation 100		
2/13/18	T			Spiral Review - Operation 100		
2/14/18	W			EARLY RELEASE	EARLY RELEASE	
2/15/18	R	CDU	II	The tree in my yard is 3 7/10 meters tall. The bush next to the tree is 1 4/10 meters tall. The tree is how many meters taller than the bush?	Do not ask a comprehension question for this problem type.	$3\frac{7}{10}-1\frac{4}{10}=\frac{23}{10}$
2/16/18	F			School-based PD Day (NO Students)		
Week 02/19/18						
2/19/18	M			Midwinter Recess		
2/20/18	T			Midwinter Recess		
2/21/18	W			Midwinter Recess		
2/22/18	R			Midwinter Recess		
2/23/18	F			Midwinter Recess		
Week 02/12/18						
2/26	M	CDU & JRU	II	I started the day with 5/4 quarts of lemonade to sell. My first two customers were twins. One bought 2/4 quarts and the other bought 1/4 quarts. How much lemonade did I have left?	Do not ask a comprehension question for this problem type.	$\frac{5}{4}-(\frac{2}{4}+\frac{1}{4})=\frac{2}{4}$
2/27	T	M	II	The cafeteria served 489 lunches each day for 3 days. What was the total number of lunches served?	Was the total number of lunches served more or less than 489?	3x489=
2/28	W			EARLY RELEASE	EARLY RELEASE	

R-23b - Supplemental Attachments-C

3/1	R	M	II	The school has 29 classrooms with 31 chairs in each classroom. How many chairs are there altogether?	Are there more or less than 31 desks altogether?	$29 \times 31 =$
3/2	F	MD	II	The farmer picked 556 apples. He put 24 apples in each box to sell at the farmers' market. How many boxes did he fill?	Did the farmer fill more or less than 556 boxes?	$x24=556$ and $556 \div 24 =$
Week of 3/5/18						
3/5	M	MD	II	The arcade collected 3095 quarters from the video game machines. How many dollars is that?	Did the arcade collect more or less than 3095 dollars?	$x4=3095$ and $3095 \div 4 =$
3/6	T	PD	II	A man weighs 207 pounds. He weighs 23 times as much as his newborn baby. How much does the baby weigh?	Does the baby weigh more or less than 207 pounds?	$23x = 207$ and $207 \div 23 =$
3/7	W			Spiral Review - Operation 100		
3/8	R	PD	II	The marathon organizers have prepared 248 cups of water for 31 runners. They want each runner to be able to get the same amount of water. How many cups of water are available for each runner?	Are there more or less than 248 cups of water available for each runner?	$31x = 248$ and $248 \div 31 =$
3/9	F			Flex Day		
Week of 5/7/18						
5/7/18	M	PD-ES	II	Two children want to share $7 \frac{1}{3}$ brownies so that each child gets the same amount. How much will each child get?	Will each child get more or less than 1 brownie?	$2x = 7\frac{1}{3}$ and $7\frac{1}{3} \div 2 =$
5/8/18	T	PD-ES	II	Two children want to share $1 \frac{3}{4}$ small pizzas so that each child gets the same amount. How much will each child get?	Will each child get more or less than 1 small pizza?	$2x = 1\frac{3}{4}$ and $1\frac{3}{4} \div 2 =$
5/9/18	W			Reflex for 30 mins		
5/10/18	R	JCU	III	4th grade needed \$1,342 to pay for their field trip. They earned \$264 selling brownies and \$697 selling school T-shirts. How much money do they still need to earn to pay for the field trip?	Do they still need to earn more or less than \$1,342?	$264 + 697 + = 1342$
5/11/18	F			Reflex for 30 mins		
Week of 5/21/18						
5/21/18	M	JCU	III	Yasmin kept a log of how many pages she read each week of the summer. The first week she read 593 pages. The third week she read 284 pages. She lost her log for the 2nd week, but she knows she read 1019 pages in total. How many pages did Yasmin read the 2nd week?	Did Yasmin read more or less than 1,019 pages in the second week?	$593 + + 284 = 1019$
5/22/18	T	SCU	III	The water cooler in the nurse's office holds 1,134 milliliters. On Monday, students drank 765 milliliters of it. At the end of Tuesday, there were only 132 milliliters left. How much water was used on Tuesday?	Was more or less than 1,134 milliliters used on Tuesday?	$1134 - 765 - = 132$
5/23/18	W			EARLY RELEASE		
5/24/18	R	SCU	III	The distance from Raul's house in Los Angeles, CA to Denver, CO is 1,028 miles. After driving for some time, Raul made his first stop for gas. Then he drove 239 more miles and stopped for lunch, where he saw a sign that told him there were 463 more miles to Denver. How many miles did he travel before his first stop for gas?	Did he drive more or less than 1,028 miles before his first stop for gas?	$1028 - - 239 = 463$
5/25/18	F			Reflex for 30 mins		
Week of 5/28/18						
5/28/18	M			Memorial Day		
5/29/18	T	CQU	IV	Jasmin read 294 pages over Spring Break. Lisa read 398 more pages than Jasmin. How many pages did Lisa read over Spring Break?	Did Lisa read more or less than 398 pages?	$294 + 398 =$
5/30/18	W			EARLY RELEASE		

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5/31/18	R	CQU	IV	Last year our school collected 793 box tops. This year we collected 629 more than last year. How many box tops did we collect this year?	Did we collect more or less than 793 box tops this year?	$793+629=$
6/1/18	F			Reflex for 30 mins		
Week of 6/4/18						
6/4/18	M	PPW-WU	I	Three girls were having a sleepover. At the sleepover Essence ate $\frac{4}{8}$ of a pizza. Eboni ate $\frac{2}{8}$ of a pizza, and Laila ate $\frac{1}{8}$ of a pizza. How much pizza did they eat altogether?	Did they eat more or less than $\frac{4}{8}$ of a pizza?	$\frac{4}{8}+\frac{2}{8}+\frac{1}{8}=$
6/5/18	T			Reflex for 30 mins		
6/6/18	W			EARLY RELEASE		
6/7/18				Network PD Day		
6/8/18	F			Reflex for 30 mins		
Week of 6/11/18						
6/11/18	M	SRU	I	Madison bought $1\frac{1}{4}$ yards of fabric to make a skirt. She only used $\frac{3}{4}$ yard to make her skirt. How much fabric does she have left?	Does Madison have more or less than $1\frac{1}{4}$ yards of fabric left?	$1\frac{1}{4}-\frac{3}{4}=$
6/12/18	T	SRU	I	This morning, Mrs. Patel had $4\frac{1}{3}$ gallons of gas in her tank. She used $3\frac{2}{3}$ gallons of gas today. How much gas does she have left in her car?	Does Mrs. Patel have more or less than $4\frac{1}{3}$ gallons of gas left?	$4\frac{1}{3}-3\frac{2}{3}=$
6/13/18	W			EARLY RELEASE		
6/14/18	R	JCU, PPW-WU & CDU	II	Two boys and two girls shared a pizza. Kathy ate $\frac{1}{8}$ of the pizza, Emma ate $\frac{2}{8}$ of it, Aaron ate $\frac{3}{8}$ of it, and Josh ate the rest. How much of the pizza did Josh eat? Did the boys or the girls eat more of the pizza? How much more?	Did Josh eat more or less than 1 pizza?	$\frac{1}{8}+\frac{2}{8}+\frac{3}{8}+ = 1, (\frac{2}{8}+\frac{3}{8})-(\frac{1}{8}+\frac{2}{8})=$
6/15/18	F			Reflex for 30 mins		
Week of 6/18/18						
6/18/18	M	JRU & CDU	II	Tim spent $\frac{11}{12}$ of an hour on homework and $\frac{2}{12}$ of an hour on chores. Jackie spent $\frac{6}{12}$ of an hour on homework and $\frac{3}{12}$ of an hour on chores. How much more time did Tim spend on homework and chores than Jackie?	Do not ask a comprehension question for this problem type.	$(\frac{11}{12}+\frac{2}{12})-(\frac{6}{12}+\frac{3}{12})=$
6/19/18	T	M & PD	II	Jack and Jill shared 6 pails equally. They each made 4 trips up the hill to fetch water in their pails. How many pails of water did each person fetch?	Did Jack and Jill each fetch more or less than 6 pails of water?	$4 \times (6 \div 2) =$
6/20/18	W			EARLY RELEASE		
6/21/18	R			Reflex for 30 mins		
6/22/18	F			Reflex for 30 mins		

R-23b - Supplemental Attachments-D

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Week	Day	Time	Activity	Notes
Week 19	U 15	8	SWBA est ate s a d d f f e e c e s o f d e c a b e s b y o d g l o c o p a t h e b e s o w o e h e s a d s e e s t a t e s t o g e t e e s s o a b e e s s o f p o v d e d a s w e s	
			MAP	
Week 20	U 15	9	SWBA add a d s b l a n d d e c a f a c t o s t o t e d e d t s s g n t o d s b a s e d o p a c e v a e (e t s c o c e p t S b a : SWBA g a g e t e e e s s o a b e e s s o f s a d d f f e e c e s s g e s t a t e s	
			ELA Moc Exa	
Week 21	U 15	11 (e p L1)	SWBA e a t e d e c a a d f a c t o t p c a t o s g d e c a s f a c t o s e q v a e t a d f d g i e p o d c t s g e a e o d e s a d a t a d d w r i t e e t o d o f o t p y g f a c t o s	
	U 15	12	SWBA t p y t w o d e c a s s g t f o a d g e e a z e a e f o d e t e g l e o c a t o f t e d e c a p o t w e s g i e s t a d a d a g o t	
Week 22			Mat Moc Exa	
	U 15	13&1	SWBA t p y d e c a b e s s g t e s t a d a d a g o t SWBA s e e s t a t o t o g a g e t e e e s s o a b e e s s o f p o d c t s	Co b e LP 13&1
	U 15	15	SWBA s o v e w o d p o b e s s g f a c t o s a d d e c a f a c t o t p c a t o b y d a w g a v a a o d e a d i o w t g a e q a t o	
Week 23	U 15	16	SWBA e x p e s e a d e s a q o t e t a s a d e c a s a d f a c t o s SWBA t e p e t e a d e s t e c o t e x t o f a p o b e	
	1/28	U 15	1 (co b e wt 18)	SWBA D v d e a d e c a b e b y a w o e b e e s t g a d e c a q o t e t (s t a d a d a g o t
	U 15	19 (e p 2)	SWBA d v d e w o e b e s a d d e c a s b y t a d t b y a g e c o e c t o t o d v s o b y a t f a c t o	
Week 24	U 15	21	SWBA d v d e a w o e b e b y a d e c a b y c e a t g e q v a e t f a c t o s w t w o e b e d e o a t o s	
	U 15	22	SWBA d v d e a d e c a b y a d e c a b e b y c e a t g e e q v a e t d v s o e x p e s s o w t a w o e b e d v s o	
	U 15	23	SWBA s o v e t s t e p p o b e s v o v g a o p e a t o s w t d e c a b e s b y d a w g a v a a o d e a d w t g a e q a t o t o e p e s t e p o b e	
Week 25	2/	U 15	Flex	
	U 15		Review	
	U 15		Assess e t	good fill here good fill here
Week 26	U 16	1	SWBA d e f e v o e b y c o t a s t g p o p e t e s o f 2 D a d 3 D f g e s SWBA d e s t a d t a t o e s e a s e d s g c b c t s	
	U 16	2	SWBA e x p o e v o e b y b d g 3 D f g e s a d c o t g w t t c b e s	
	2/11	U 16	3	SWBA f t d e v o e o f a e d a g a p s b y p a c g w t t c b e s a d c o t g
Week 27	U 16		SWBA f t d e v o e o f a e d a g a p s b y c o p o s g a d d e c o p o s g g t e d a g a p s s s g a y e s	
	U 16	5 (co b e wt L6)	SWBA d e v o p e x p a a d a p p y t e f o a s t o f d g t e v o e o f g t e d a g a p s s & SWBA s e v o e f o a s t o s o v e e a w o d a d a t e a t c a p o b e s	
	U 16	6 (co b e wt L9)	SWBAT understand that volume is additive. SWBAT find the volume of a solid composed of two non-overlapping right rectangular prisms when length, width, and height are all provided.	
Week 28	2/25	U 16	8	SWBA s e p o p e t e s o f e d a g a p s s t o d e t e e s s g d e s o s o f t w o o v e a p p g p s s
	U 16	1	SWBA a p p y c o c e p t s o f v o e t o s o v e e a w o d a d a t e a t c a p o b e s	
	U 16		Flex	
Week 29	U 16		Review	
	U 16		Assess e t	
	U 16	3/	L1 (co b e wt L2)	SWBA c o v e t f o a a g e w o e b e e a s e t b o a s a e e a s e e t s g a b a o d e t o e a s o a b o t t e e a t v e s z o f t e t s a d d e v o p e a e q a t o s o v g
Week 30	U 16	3	SWBA c o v e t c o a y d e t c t s o f e a s e e t s g d v s o SWBA s o v e t s t e p w o d p o b e s v o v g a d d i t o s f a c t o a d t p c a t o s g i a o d e s a d i o e q a t o s	
	U 16	5	SWBA s o v e t s t e p p o b e s v o v g e a s e e t t c o v e s o s	
	U 16	6	SWBA c o v e t b e t w e e c s t o a y t s o f e a s e e t b y d e t e g l e s c a e f a c t o b e t w e e t s a d t p y g	
Week 31	U 16	6	SWBA c o v e t b e t w e e e t c t s o f e a s e e t b y d e t e g l e s c a e f a c t o b e t w e e t s a d t p y g	
	3/11	U 16	1	SWBA s o v e t s t e p p o b e s o f c o v e s o w t d e c a f a c t o s
	U 16		Review	
Week 32	U 16		Assess e t	
	U 16	1	SWBA c a s s i f y p o y g o s a d o p o y g o s b a s e d o f e a t t b l e s S b a : SWBA d e s t a d a g e a d s d e o t a t o a d a p p y t e d e s t a d g l o s t f a c t o s p o v d e d	
	U 16	2	SWBA d e s t a d t a t t b l e s b e o g t o a c a t e g o r y o f t w o d e s o a f g e s a s o b e o g t o a s b a l e g o e s o f a t c a t e g o r y	
Week 33	3/18	U 16	3 (co b e wt L)	SWBA c a s s i f y s a p e s t o s b c a t e g o e s b a s e d o t e p e s e c e o f p a e s d e s SWBA c a s s i f y p a e a o g a s a s e c t a g e s b a s e d o t e p e s e c e o f f o g t a g e s
	U 16	5	C a s s i f y e d a g e s a s e q a t e a (s q a e v e s o e q a t e a (o e q a e	
	U 16	6	C a s s i f y p a e o g a s a s b e g e q a t e a (o b s v e s s o e q a t e a a d a p p y e a c c a (c a t e g o r y c a l o g c	
Week 34	3/25	U 16	8	SWBA e a s e a d c e a t e a g e s s g a p o f a c t o S b a : SWBA s t f y t e e a s o a b e e s s o f e a s e e t s b y b e c a g t o g t a g e s (a c t e g t i a d o b t s e v o c a b a y
	U 16	9	C a s s i f y t a g e s b y t e a g e s	
	U 16	9	SWBA c a s s i f y t a g e s b y a g e s a d s e a d s t f y t e c a s s i f c a t o s S b a : SWBA d e s t a d a g e a d s d e o t a t o a d a p p y t e d e s t a d g l o s t f a c t o s p o v d e d	
Week 35	U 16		Review	
	U 16		Assess e t	
	U 16		Flex	
Week 36			ELA State est	
			ELA State est	
			Flex	
Week 37			MSR	
			MSR	
			MSR	
Week 38			MSR	
			MSR	
			MSR	
Week 39			MSR	
			MSR	
			MSR	

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Week 34	22			MSR																		
				MSR																		
				MSR																		
				MSR																		
Week 35	29			MSR																		
				Mat State est																		
				Mat State est																		
Week 36	U 19	1		SWBA co st ct a coo d ate pa e a d se t to pot a d ocate po ts																		
	5/6	U 19	2	SWBA a e t e ocato of a po to a coo d ate pa e SWBA exp a t att e x a d y coo d ates d cate ow ts to lave fo t e o g t e d ect o of t e co espo d g ax s																		
	U 19	3		SWBA de t fy patte s coo d ate pa st at ead to vet ca a d o zo la es a d te p et po t so t e pa e as d sta cest fo t e axes																		
	U 19			SWBA co st ct pa s o a d pa pe dc a es s g coo d ates t e coo d ate g d																		
Week 37				SWBA se o de ed pa s to co st ct a d a e s apes o t e coo d ate g d																		
				MAP																		
	5/13			MAP																		
Week 38	5/2	U 19	5	Coo d ate syste s ca be sed to so ve ea wo d p o b e s																		
		U 19	6	SWBA sp ese t he patte st at fo ow es o t e coo d ate g d																		
	U 19			SWBA de t fy a d desc be t e e ato s p betwe co espo d g te s t wo be patte s																		
	U 19			Review																		
Week 39	5/2			Assess e t																		
Week 40	6/3																					
Week 41	6/1																					
Week 42	6/1																					
Week 43	6/2																					

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Week 24	U 16	5 (co b e wt LB)	SWBA deve op exp a d app y l e fo as fo f d g t e vo e of g l e c t a g a p s s & SWBA se ve e fo as to so ve ea wo r d a d at e at ca p o b e s							
	U 16	(co b e wt LB)	SWBA understand that volume s additive. SWBA find the volume of a so id composed of two non-overlapping right rectangular prisms when length, width, and height are all provided.							
	2/18									
Week 25										
Week 26	2/25	U 16	8	SWBA se p o p e t e s of e c t a g a p s s to d e t e e s s g d e s o s of t w o o v e a p p g p s s						
		U 16	1	SWBA app y co c e p t s of v o e to so ve ea wo r d a d at e at ca p o b e s						
		U 16		Flex						
		U 16		Review						
Week 27		U 16		Assess e t						
	3/	U 1	L1 (co b e wt L2)	SWBA co ve t fo a a g e wo e be eas e e t to a a e eas e e t s g a b a o d e to easo abo l t e e at e s z e of t e t a d d e v o p a e q a t o fo so v g						
		U 1	3	SWBA co ve t s t o a y a d e t c t s of eas e e t s g d v s o SWBA so ve t step wo o p o b e s v o v g a d t o s b i s t a d a d t p c a t o s g b a o d e s a d i o e q a t o s						
		U 1		SWBA so ve t step p o b e s v o v g e a s e e t t o o v e s o s						
		U 1	5	SWBA co ve t b e t w e e c a t o a y t s of eas e e t s by d e t e g l e s c a e f a c t o b e t w e e t s a d t p y g						
	U 1	6	SWBA co ve t b e t w e e e t c t s of eas e e t y d e t e g l e s c a e f a c t o b e t w e e t s a d t p y g							
Week 28	3/11	U 1		SWBA so ve t step p o b e s of co v e s o w t d e c a f a c t o s						
		U 1		Review						
		U 1		Assess e t						
		U 18	1	SWBA c a s s i f y p o y g o s a d o p o y g o s b a s e d o t h e a t t b l e s S b a - SWBA d e s t a d g e a d s d e o t a t o a d a p p l y e d e s t a d g t o s t f c a t o s p o v i d e d						
	U 18	2	SWBA d e s t a d t i a t t b l e s b e o g g t o a c a t e g o y of t w o d e s o a f g e s a s o b e o g t o a b e a t e g o e s of t c a t e g o y							
Week 29	3/18	U 18	3 (co b e wt L)	SWBA c a s s i f y s a p e s t o s b c a t e g o e s b a s e d o t e p e s e c e of p a a e s d e s SWBA c a s s i f y p a a e o g a s s e s e c t a g e s b a s e d o t e p e s e c e of f o g l a g e s						
		U 18	5	C a s s i f y e c t a g e s a s e q a t e a (s q a e v e s s o e q a t e a (o s q a e						
		U 18	6	C a s s i f y p a a e o g a s a s b e g e q a t e a (o b s v e s s o e q a t e a a d a p p y e a c c a (c a t e g o c a o g c						
Week 30										
	3/25	U 18		SWBA eas e a d c e a t e a g e s s g a p o t a c t o S b a : SWBA s t y l e e s s o a b e e s s of e a s e e t s b y b e c a a g l o g t a g e s (a c t e g l a d o t t s e v o c a b a y						
		U 18	8	C a s s i f y a g e s y l e a g e s						
		U 18	9	SWBA c a s s i f y a g e s b y a g e s a d a d e s a d s t y l e c a s s i f a t o s S b a - SWBA d e s t a d g e a d s d e o t a t o a d a p p l y e d e s t a d g t o s t f c a t o s p o v i d e d						
	U 18		Review							
	U 18		Assess e t							
Week 31	/1			Flex						
				ELA State est						
				ELA State est						
Week 32										
	/8			Flex						
				MSR						
Week 33				MSR						
				MSR						
	/15			MSR						
				MSR						
				MSR						
Week 34	/22			MSR						
				MSR						
				MSR						
Week 35	/29			MSR						
				MSR						
				MSR						
Week 36										
	5/6	U 19	2	SWBA co s t c t a c o o d a t e p a e a d s e t t o p o t a d o c a t e p o t s						
		U 19	3	SWBA a e t e o c a t o of a p o t o a c o o d a t e p a e SWBA exp a t a t t e x a d y c o o d a t e s d c a t e o w f a t o t a v e f o t e o g t e d e c t o of t e co e s p o d g a s						
Week 37										
Week 38										
	5/2	U 19	5	SWBA d e t y p a t t e s c o o d a t e p a s t a e d t o v e t c a a d o z o t a e s a d t e p e t o t s o t e p a e a s d e s t a o e s t o t e a x e s						
		U 19	6	SWBA co s t c t p a a e a d p e p e d c a e s s g c o o d a t e s t e c o o d a t e g d						
		U 19		SWBA se o d e d p a s t o c o s t c t a d a e s a p e s o t e c o o d a t e g d						
		U 19		MAP						
Week 39										
Week 40										
Week 41										
Week 42										
Week 43										

R-23b - Supplemental Attachments-D

Trimester	Week #	Date	Unit	LP#	Standard	Objective	Spiral Review	S&S Notes	Sense Making	Sample Sense Making Problem	M + =		
11	Week 1	9/3				Introduction to classroom policies and procedures							
		9/4				Team Building & Review/Practice of classroom							
		9/5											
	Week 2	9/6											
		9/7	Unit 1	1	6.NS.3	SWBAT gauge the reasonableness of the sum or							
		9/10	Unit 1	2&3	6.NS.3	SWBAT multiply multi-digit decimal numbers $\neq 1$ by			n	AF UTL E #1 o ge s pa g a t p t o t e	Modified numbers		
		9/11	Unit 1	4	6.NS.2	SWBAT represent and solve whole number division							
	Week 3	9/12	Unit 1	5	6.NS.2	SWBAT estimate quotients of two-digit divisors and 2-			Skipped LP# (fluency)				
		9/13	Unit 1	7	6.NS.3	SWBAT divide a decimal or whole number by a							
		9/14	Unit 1	8	6.NS.3	SWBAT divide by a decimal divisor (2- and 3-dig1							
		9/17				MAP							
	Week 4	9/18				MAP							
		9/19	Unit 1	9	6.NS.3	SWBAT divide by decimo s using mental math to							
		9/20	Unit 1	10	6.NS.3	SWBAT solve multi-step word problems involving							
		9/21	Unit 1	11	6.NS.4	SWBAT determine all the factors, common factors,							
	Week 5	9/22	Unit 1	14	6.NS.4	SWBAT determine the common multiples and LCM of			LP 12&13 was				
		9/25	Unit 1	15	6.NS.4	SWBAT solve mathematical and real-world problems							
		9/24	Unit 1	16	6.NS.4	SWBAT use the distributive property to create an							
		9/27	Unit 1			REVIEW							
	Week 6	9/28	Unit 1			UNIT ASSESSMENT							
		10/1	Unit 1			FLEX Day							
		10/2	Unit 2	1	6.NS.1	SWBAT divide fractions by fractions with the same							
		10/3	Unit 2	2	6.NS.1	SWBAT divide fractions by fractions with different							
	Week 7	10/4	Unit 2	3	6.NS.1	SWBAT divide fractions by fractions resulting in non-							
		10/5	Unit 2	4	6.NS.1	SWBAT divide mixed numbers by fractions using tape							
		10/8											
		10/9	Unit 2	5	6.NS.1	SWBAT create real world problems that can be							
	Week 8	10/10	Unit 2	6	6.NS.1	SWBAT divide whole numbers, mixed numbers, and							
		10/11	Unit 2	7	6.NS.1	SWBAT divide whole numbers, mixed numbers, and							
		10/12	Unit 2	8	6.NS.1	SWBAT divide fractions by whole numbers using a							
		10/15	Unit 2	10	6.NS.1	SWBAT divide fractions greater than one and mixed							
	Week 9	10/16	Unit 2	11	6.NS.1	SWBAT represent and solve complex word problems							
		10/17	Unit 2			REVIEW DAY							
		10/18	Unit 3			UNIT ASSESSMENT							
		10/19	Unit 3	1&2	6.NS.6	SWBAT represent integers using a number line and			Merge LP1&2				
	Week 10	10/22	Unit 3	3	6.NS.7	SWBAT compare and order two or more integers							
		10/23	Unit 3	4	6.NS.7	SWBAT compare and order two or more integers by							
		10/24	Unit 3	5	6.NS.6	SWBAT identify and represent positive rational							
		10/25	Unit 3	6	6.NS.6	SWBAT identify and represent rational numbers on							
	Week 11	10/26	Unit 3	7	6.NS.7	SWBAT compare and order two or more rational							
		10/29	Unit 3	8	6.NS.6c	SWBAT write, interpret, and explain statements of							
		10/30	Unit 3	9	6.NS.6c	SWBAT identify and graph points representing							
		10/31	Unit 3	10	6.NS.8	SWBAT recognize that when two ordered pairs differ							
	Week 12	11/1	Unit 3	11	6.NS.8	SWBAT find distances between points with the same x							
		11/2	Unit 3	12	6.G.3 6.NS.5 6.NS.8	SWBAT solve real-world and mathematical problems							
		11/5	Unit 3	13		REVIEW							
		11/6											
	Week 13	11/7	Unit 3	14		UNIT ASSESSMENT							
		11/8	Unit 4	1	6.RP.1	SWBAT define ratio and use ratio language to							
		11/9	Unit 4	2	6.RP.3	SWBAT represent and solve ratio problems using a							
		11/12	Unit 4	3	6.RP.3	SWBAT represent and solve ratio problems using a							
	Week 14	11/13	Unit 4	4	6.RP.3	SWBAT represent and solve ratio problems using a							
		11/14	Unit 4	5	6.RP.3	SWBAT solve ratio problems involving comparisons							
		11/15				PBL							
		11/16				PBL							
	Week 15	11/19				PBL							
		11/20				PBL							
		11/21				Hot Day (potentially no class)							
		11/22											
	Week 16	11/23											
		11/26	Unit 4	6	6.RP.3	SWBAT solve multi-step problems with two pairs of							
		11/27	Unit 4	7	6.RP.3	SWBAT write pairs of quantities in equivalent ratios							
		11/28	Unit 4	8	6.RP.3	SWBAT understand that a table can be used to show							
	Week 17	11/29	Unit 4	9	6.RP.3	SWBAT use tables to compare ratios.							
		11/30	Unit 4	10&11	6.RP.2	SWBAT explain why pairs of coordinates along a							
		12/3	Unit 4			SWBAT graph the pairs of values displayed in a ratio							
		12/4	Unit 4			SWBAT identify and explain correspondences							
	Week 18	12/5	Unit 5	1	6.RP.3a	SWBAT understand the concept of and determine			Merged 10&11 = 1 day				
		12/6				REVIEW DAY							
		12/7	Unit 5	2&3	6.RP.3b	SWBAT solve real-world problems of ratio reasoning							
		12/10	Unit 5	4	6.RP.3d	SWBAT solve unit rate problems by determining the			Merged LP2&3 = 1 day				
	Week 19	12/11	Unit 5	5	6.RP.3c	SWBAT solve multi-step, real-world unit rate problems							
		12/12	Unit 5	6	6.RP.3c	SWBAT use ratio reasoning to real world and multi-							
		12/13	Unit 5	7&8	6.RP.3c	SWBAT understand and express percents as rates							
		12/14	Unit 5	9	6.RP.3c	SWBAT understand and express percents as rates							
	Week 20	12/17	Unit 5	10&11	6.RP.3c	SWBAT find a percent given the part and the whole							
		12/18	Unit 5	12	6.RP.3c	SWBAT find percent of a number by drawing a			Merged LP7 & 8 = 1 day				
		12/19	Unit 5			SWBAT find the whole, given the part and the							
		12/20	Unit 5			percent by using ratio reasoning and a double							
	Week 21	12/21	Unit 5			number line diagram.			Merged LP10 & 11 = 1 day				
		12/22				REVIEW							
		12/23				UNIT ASSESSMENT							
		12/24											
	Week 22	12/25											
		12/26											
		12/27											
		12/28											
	12/29												

6 NS 1 NS 5
6 EE 1 EE 3
6 RP 2 6 RP 3d
6 NS 6b
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R-23b - Supplemental Attachments-D

Week	Day	Unit	Lesson	Standard	Description									
Week 18	1/1													
	1/2													
	1/3													
	1/4													
Week 19	1/7													
	1/8	Unit 6	1	6.EE.1	SWBAT write and evaluate numerical expressions involving whole numbers with whole-number exponents to solving the Order of Operations.									
	1/9													
	1/10													
Week 20	1/11	Unit 6	2	6.EE.1	SWBAT evaluate numerical expressions involving whole-number exponents and grouping symbols following the Order of Operations.									
	1/14													
	1/15	Unit 6			ELA Mock Exam									
	1/16	Unit 6	3	6.EE.2a	SWBAT understand that letters represent one number in an expression and the expression can be evaluated when that number replaces the letter.									
Week 21	1/17	Unit 6	4	6.EE.2b	SWBAT describe the structure of an expression in terms of a context using mathematical terms.									
	1/18													
	1/21													
	1/22													
Week 22	1/23	Unit 6	5	6.EE.2a	SWBAT write expressions that record operations with numbers and variables.									
	1/24	Unit 6	6	6.EE.2c	SWBAT understand that parts of expressions represent single entities.									
	1/25	Unit 6	7	6.EE.6	SWBAT evaluate expressions at specific values of their variables using substitution in the conventional order (order of operations).									
	1/28	Unit 6	8	6.EE.6	SWBAT write one-step expressions that represent real-world problems and justify the expression using the context of the problem.									
Week 23	1/29	Unit 6	9	6.EE.6	SWBAT write multi-step expressions that represent real-world problems and justify the expression using the context of the problem.									
	1/30	Unit 6	10	6.EE.4	SWBAT use variables to write and evaluate expressions when solving a real-world problem.									
	1/31	Unit 6	11	6.EE.3	SWBAT identify and explain when two expressions are equivalent regardless of which value is substituted in for the variable.									
	2/1	Unit 6	12	6.EE.3	SWBAT develop a definition of like terms.									
Week 24	2/4	Unit 6	13	6.EE.3	SWBAT combine like terms to generate equivalent expressions and determine equivalence of expressions.									
	2/5	Unit 6	14	6.EE.3	SWBAT apply the distributive property to generate equivalent expressions and determine equivalence of expressions.									
	2/6	Unit 6	15		REVIEW DAY									
	2/7	Unit 6	16		UNIT ASSESSMENT									
Week 25	2/8	Unit 7	1	6.EE.5	SWBAT apply the properties of operations to generate equivalent expressions and determine equivalence of expressions.									
	2/11	Unit 7	2	6.EE.7	SWBAT understand the meaning of equality and inequality symbols, determine whether an equation or inequality is true based on the symbol used, and can use substitution to determine if the equation or inequality is true.									
	2/12	Unit 7	3	6.EE.7	SWBAT solve one-step equations involving addition and subtraction using bar models to find the value of the variable that makes the equation true.									
	2/13	Unit 7	4	6.EE.7	SWBAT write one-step equations that record operations with numbers and variables.									
Week 26	2/14													
	2/15													
	2/18													
	2/19													
Week 27	2/20													
	2/21													
	2/22													
	2/25	Unit 7	5	6.EE.9	SWBAT write and solve one-step equations that represent real-world and mathematical problems.									
Week 28	2/26	Unit 7	6	6.EE.9	L9: SWBAT define and explain the relationship between two variables in a real-world problem.									
	2/27	Unit 7	7	6.EE.9	L10: Given a relationship between two variables, SWBAT write an equation to express the dependent variable in terms of the independent variable.									
	2/28	Unit 7	8	6.EE.8	SWBAT graph an equation in two variables.									
	3/1	Unit 7			REVIEW DAY									
Week 29	3/4	Unit 8	1	6.G.1	SWBAT understand that rectangles with the same area can have different dimensions and perimeters.									
	3/5	Unit 8	2	6.G.1	SWBAT derive, explain and apply the area formula for parallelograms (by moving a triangular section to form a rectangle).									
	3/6	Unit 8	3	6.G.1	SWBAT derive and apply the area formula for a right triangle by viewing the right triangle as part of a rectangle composed of two right triangles.									
	3/7	Unit 8	4	6.G.1	SWBAT understand how the area formula applies to acute and obtuse triangles and apply the formula to measure area of acute and obtuse triangles.									
Week 30	3/8	Unit 8	5	6.G.1	SWBAT derive, explain and apply the area formula for a trapezoid.									
	3/11	Unit 8	6	6.G.1	SWBAT apply the area formulas for rectangles, squares, triangles, parallelograms and trapezoids in the context of solving real-world problems.									
	3/12	Unit 8	7	6.G.1	SWBAT calculate the area of rectangles, squares, triangles, parallelograms and trapezoids on a coordinate grid.									
	3/13	Unit 8	8	6.G.3	SWBAT draw figures on a coordinate grid with a given area.									
Week 31	3/14	Unit 8	9	6.G.1	SWBAT find the area of a compound shape on a coordinate grid by counting square units and by decomposing the figure into recognizable shapes.									
	3/18	Unit 8	1	6.G.1	SWBAT find the area of a compound shape by decomposing the shape into rectangles, triangles, parallelograms and/or trapezoids.									
	3/19	Unit 9			REVIEW DAY									
	3/20	Unit 9			UNIT ASSESSMENT									
Week 32	3/21													
	3/22													
	3/25	Unit 9	1	6.G.4	SWBAT represent three-dimensional figures using nets made up of rectangles and triangles.									
	3/26	Unit 9	2	6.G.2	SWBAT find the volume of rectangular prisms with fractional side lengths using the number of non-unit cubes that can fill the figure.									
Week 33	3/27	Unit 9	3	6.G.2	SWBAT measure the volume of rectangular prisms with fractional side lengths using the formulas $V = lwh$ and $V = Bh$.									
	3/28	Unit 9	4	6.G.2	SWBAT apply the formulas $V = lwh$ and $V = Bh$ to find the volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.									

R-23b - Supplemental Attachments-D

	3/28	Unit 9	4 p e v o l u m e a n d s u r f a c e a r e a	6.G.4	SWBAT find the surface area of a rectangular prism using the shape's net		same objective; combine lessons.					
	3/29	Unit 9	5 p e v o l u m e a n d s u r f a c e a r e a	6.G.4	SWBAT find the surface area of square, rectangular, and triangular pyramids using the shape's net							
Week 31	4/1	Unit 9	6 p e v o l u m e a n d s u r f a c e a r e a	6.G.2 6.G.4	SWBAT find the volume or surface area of 3-D figures and explain which concept was applied given the context of the problem.							
	4/2				ELA State Test							
	4/3	Unit 9			REVIEW DAY / FLEX DAY							
	4/4	Unit 9			REVIEW DAY							
Week 32	4/5	Unit 9			UNIT ASSESSMENT							
	4/8				MSR							
	4/9				MSR							
	4/10				MSR							
	4/11				MSR							
Week 33	4/12				MSR							
	4/15				MSR							
	4/16				MSR							
	4/17				MSR							
Week 34	4/18				MSR							
	4/19				MSR							
	4/22				MSR							
	4/23				MSR							
Week 35	4/24				MSR							
	4/25				MSR							
	4/26				MSR							
	4/29				MSR							
Week 36	5/1				Math State Test							
	5/2				Math State Test							
	5/3											
Week 37	5/6	Unit 10	1	6.SP.1	SWBAT identify and formulate statistical questions; distinguish between numerical and categorical data.							
	5/7	Unit 10	2	6.SP.2 6.SP.4	SWBAT describe the distribution of data in a dot plot in terms of center and variability. Secondary: SWBAT create dot plots.							
	5/8	Unit 10	3	6.SP.3	SWBAT understand what the median measures and calculate the median of a data set.							
	5/9				MAP							
Week 38	5/10				MAP							
	5/13											
	5/14											
	5/15											
	5/16											
Week 39	5/17											
	5/20	Unit 10	4	6.SP.3	SWBAT understand what the mean measures and calculate the mean of a data set.							
	5/21	Unit 10	5	6.SP.3	SWBAT determine how changes to a data set affect measures of center.							
	5/22	Unit 10	6	6.SP.3	SWBAT understand which measure of center, mean or median, most appropriately describes a given data set.							
	5/23	Unit 10	7	6.SP.4	SWBAT interpret, analyze data in, and understand the utility of a frequency table and histogram.							
Week 40	5/24	Unit 10	8	6.SP.4	SWBAT record data in a frequency table and create and interpret a histogram.							
	5/27				SWBAT understand the utility of a frequency table and histogram.							
	5/28	Unit 10	9	6.SP.4 6.SP.5	SWBAT interpret a box plot using the five-number summary.							
	5/29	Unit 10	10	6.SP.4	SWBAT define quartile and determine the first and third quartile for a set of data.							
	5/30	Unit 10	11	6.SP.4	SWBAT compare the distributions of two data sets modeled with box plots.							
Week 41	5/31	Unit 10	12	6.SP.4	SWBAT create and interpret a box plot using the five-number summary.							
	6/3	Unit 10		6.SP.5	SWBAT measure variability within a data distribution by calculating the range and interquartile range of a data set and describe what the range or IQR represent given the context of the data.							
	6/4	Unit 10		6.SP.5	SWBAT measure variability within a data distribution by calculating the mean absolute deviation (MAD) and describe what the MAD represents given the context of the data.							
	6/5	Unit 10		6.SP.5a-b 6.SP.2	SWBAT describe distributions using Mean and MAD. SWBAT describe which measure of variability most accurately describes a given data set.							
Week 42	6/6	Unit 10			SWBAT summarize data based on its center, spread, and overall shape.							
	6/7	Unit 10			REVIEW DAY							
	6/10	Unit 10			UNIT ASSESSMENT							
	6/11				EOY PROJECT							
Week 43	6/12				EOY PROJECT							
	6/13				EOY PROJECT							
	6/14				EOY PROJECT							
	6/17				EOY PROJECT							
Week 44	6/18				EOY PROJECT							
	6/19				EOY PROJECT							
	6/20				EOY PROJECT							
	6/21				EOY PROJECT							
Week 45	6/24											
	6/25											
	6/26											
	6/27											
	6/28											

R-23b - Supplemental Attachments-D

Week	Day	Standard	Description	Notes	
Week 18	11		Fix Day		
			Fix Day		
			MAP		
Week 19	U 15	8.EE.6	SWBAT write an equation of a slope to capture two points on a line.		
	U 15	8.EE.6	SWBAT write an equation of a slope to capture two points on a line.		
	U 15	8.EE.6	SWBAT write an equation of a slope to capture two points on a line.		
Week 20	1/21		Mat. Mac. Eia		
	U 15		Unit 5 Assessment		
	U 15	8.SP.1	SWBAT explain the utility of a scatter plot to graph data in two variables and notice relationships between the variables.		
Week 21	U 16	8.SP.1	SWBAT interpret bivariate data in a scatter plot by describing the presence or lack of patterns in the data.		
	U 16	8.SP.2	SWBAT informally fit a straight line to data in a scatter plot and make predictions of the value of the dependent variable based on a value of the independent variable.		
	U 16	8.SP.3	SWBAT informally fit a straight line to data in a scatter plot, write an equation for the line, and make and justify a prediction using the equation.		
	U 16	8.SP.3	Given an equation and a scatter plot, SWBAT determine and explain whether it represents a good line of best fit by informally analyzing the accuracy of the line and the strength of the correlation (It should say whether or not the line is well-down based on the closeness of the points)		
	U 16	8.SP.3	SWBAT organize bivariate categorical data into a two-way table, calculate row and column relative frequencies, and interpret relative frequencies in context.		
Week 22	U 16	8.SP.3	SWBAT determine (row and column) relative frequencies to informally interpret two-way tables and determine if there is an association between two categorical variables.		
	U 16	8.SP.3	SWBAT determine (row and column) relative frequencies to informally interpret two-way tables and determine if there is an association between two categorical variables.		
	U 16	8.SP.3	SWBAT determine (row and column) relative frequencies to informally interpret two-way tables and determine if there is an association between two categorical variables.		
	U 16	8.SP.3	SWBAT determine (row and column) relative frequencies to informally interpret two-way tables and determine if there is an association between two categorical variables.		
	U 16	8.SP.3	SWBAT determine (row and column) relative frequencies to informally interpret two-way tables and determine if there is an association between two categorical variables.		
Week 23	2/	U 16	10	Unit 6 Assessment	
	U 16	8.EE.8c	SWBAT define a system of linear equations and solve real-world problems using two equations and tables interpreting the x,y values that are the same as the solution given the context.		
	U 16	8.EE.8a	SWBAT solve systems of two linear equations graphically by understanding that the point(s) of intersection of their graphs correspond to the solution.		
	U 16	8.EE.8c	SWBAT prove and explain when a system of linear equations has one solution, an infinite number of solutions, or no solutions using graphing.		
	U 16	8.EE.8b	SWBAT solve systems of two linear equations graphically and describe the solution.		
	U 16	8.EE.8b	SWBAT solve systems of linear equations algebraically using substitution		
	U 16	8.EE.8b	SWBAT solve systems of linear equations algebraically using elimination		
	U 16	8.EE.8b	SWBAT determine the most appropriate strategy to solve a system of equations.		
	U 16	8.EE.8	SWBAT solve systems of two linear equations using an appropriate method and explain their reasoning.		
	U 16	8.EE.8	SWBAT determine the number of solutions to simple cases of systems of two linear equations by inspection and explain the reasoning.		
Week 24	U 16	8.EE.8	SWBAT determine the number of solutions to a system of equations given two points on each line.		
	U 16	8.EE.8	SWBAT determine the number of solutions to a system of equations given two points on each line.		
	U 16	8.EE.8	SWBAT determine the number of solutions to a system of equations given two points on each line.		
Week 25	2/25	U 16	11	8.EE.8	
	U 16	8.EE.8	SWBAT write and graph a system of two linear equations to satisfy a given condition (one solution, no solution or infinite solutions)		
	U 16	8.EE.8c	SWBAT solve real-world problems leading to two variables in two equations by writing equations in slope-intercept form and graphing		
	U 16	8.EE.8c	SWBAT solve real-world problems leading to two variables in two equations by writing equations in any form and using substitution		
Week 26	U 16	8.EE.8c	SWBAT solve real-world problems leading to two variables in two equations by writing equations in standard form and using elimination		
	U 16	8.EE.8c	SWBAT solve real-world problems leading to two variables in two equations by writing equations in standard form and using elimination		
	U 16	8.EE.8c	SWBAT solve real-world problems leading to two variables in two equations by writing equations in standard form and using elimination		
Week 27	3/	U 16	1	8.EE.1	
	U 16	8.EE.1	SWBAT develop, explain, and apply the product of powers and quotient of powers properties.		
	U 16	8.EE.1	SWBAT create equivalent expressions by rewriting exponents in expanded form.		
	U 16	8.EE.1	SWBAT develop, explain, and apply the power of a product and power of a quotient properties and write equivalent expressions by rewriting exponents in expanded form.		
	U 16	8.EE.1	SWBAT know that and explain why a number raised to the zeroth power is equal to one. SWBAT develop, explain and apply their understanding of positive integer exponent properties to write negative exponents (a ⁻ⁿ) as 1/a ⁿ .		
	U 16	8.EE.1	SWBAT apply the rules for multiplication and division with integer exponents.		
	U 16	8.EE.1	SWBAT simplify expressions with integer exponents by applying the order of operations to write equivalent expressions.		
	U 16	8.EE.3	SWBAT understand and explain why we have scientific notation as a means to estimate very large or very small quantities.		
	U 16	8.EE.3	SWBAT develop and apply a strategy to convert numbers from standard form to scientific notation.		
	U 16	8.EE.3	SWBAT convert numbers between scientific notation and standard form (using the rule applied in LP7)		
Week 28	U 16	8.EE.3	SWBAT estimate relative magnitudes of very large and very small quantities using place value reasoning		
	U 16	8.EE.4	SWBAT add and subtract numbers written in scientific notation to solve real-world problems.		
	U 16	8.EE.4	SWBAT develop and apply rules for multiplying and dividing numbers expressed in scientific notation to solve real-world problems and explain the rule.		
	U 16	8.EE.4	SWBAT develop and apply rules for multiplying and dividing numbers expressed in scientific notation to solve real-world problems and explain the rule.		
	U 16	8.EE.4	SWBAT develop and apply rules for multiplying and dividing numbers expressed in scientific notation to solve real-world problems and explain the rule.		
Week 29	U 16	8.EE.4	SWBAT compare two numbers written in scientific notation by reasoning about the relative sizes of the powers of 10 and base numbers.		
	U 16	8.EE.4	SWBAT compare two numbers written in scientific notation by reasoning about the relative sizes of the powers of 10 and base numbers.		
	U 16	8.EE.4	SWBAT compare two numbers written in scientific notation by reasoning about the relative sizes of the powers of 10 and base numbers.		
Week 30	3/25	U 16	13	8.EE.4	
	U 16	8.EE.4	SWBAT solve real-world problems that require performing operations with numbers expressed in scientific notation.		
	U 16	8.EE.3	SWBAT determine appropriate units for various measurements and new measurements based on new units; SWBAT understand how choice of unit determines how easy or difficult it is to understand an expression of measurement.		
	U 16	8.EE.3	SWBAT determine appropriate units for various measurements and new measurements based on new units; SWBAT understand how choice of unit determines how easy or difficult it is to understand an expression of measurement.		
	U 16	8.EE.3	SWBAT determine appropriate units for various measurements and new measurements based on new units; SWBAT understand how choice of unit determines how easy or difficult it is to understand an expression of measurement.		
Week 31	U 16	8.G.9	Unit 8 Assessment		
	U 16	8.G.9	SWBAT develop and apply the formula for the volume of a cylinder to solve real-world and mathematical problems.		
	U 16	8.G.9	SWBAT develop and apply the formula for the volume of a cone to solve real-world and mathematical problems.		
	U 16	8.G.9	SWBAT apply the formula for the volume of a sphere to solve real-world and mathematical problems.		
	U 16	8.G.9	SWBAT apply the formula for the volume of a sphere to solve real-world and mathematical problems.		

R-23b - Supplemental Attachments-D

					MSR									
					MSR									
Week 32					MSR									
				115	MSR									
					MSR									
Week 33					MSR									
				22	MSR									
					MSR									
Week 34					MSR									
				29	MSR									
					MSR									
					Mat. State est									
Week 35					Mat. State est									
				5/6	1n110	1	SWBAT solve equations in the form of $x^2 = p$ and $x^3 = p$							
						2	SWBAT define irrational numbers and determine and explain whether a given number is rational or irrational by showing that the decimal expansion of a rational number eventually repeats or terminates.							
					1n110									
					1n110	3	SWBAT convert a decimal expansion with up to 2 repeating dig ts into a rational number.	good 11 here	good 11 here					
Week 36							MMP							
				5/13			MMP							
Week 37														
				5/2										
Week 38														
				5/2										
Week 39														
				6/3										
Week 40														
				6/1										
Week 41														
				6/1										
Week 42														
				6/2										
Week 43														

3

December			January				February				March				
2/ 0	2/ 7	2/24/20 8	1/7	1/ 4	2	1/28	2/4	2/	2/ 8	2/25	3/4	3/	3/ 8	3/25	
5	5	0	4	5	4	5	5	4	0	5	5	5	3	5	
	Families as Reading Coaches Winter Recess Reading & Math Fast Facts Challenges	No School Winter Recess		Families as Math Coaches			Close Reading Mastery Launch for Families	Classroom Teacher Family Contact Homework/Test Prep Support				MATH Test Prep Launch for Families	Family Teacher Conference		
	Focus Danielson & Culture			Focus Leadership Retreat			Focus SEP & SY 9 20 School Schedules				Focus Lavinia & M SS				
					Progress Report #2				No School Mid Winter Recess		End of T2		Report Card #2 and IEP Goal Reporting		
				NWEA MAP assessment window #2 (just K/											
				NWEA MAP assessment window #2 (2 B											
STEP Window #2 Purple PK 7	(grades		STEP Instructional Cycle 3				6 weeks				(grades PK 2; select students grades 3-7 based on December February achievement & growth)				
			ELA MOCK /IA #3 Grade 2 (1 day Grades 3-8 (full 2 day dry run									ELA IA #4 Grades 2-8			
	SW CAP LN LS PA cross checking word solving in isolation				Math MOCK (2 days grades 3-8						SW CAP LN LS PA cross checking word solving in isolation				
	Bi weekly Quiz #5 (3 B										Bi weekly Quiz #7 (3 B				
					Math Gr K-2 Quiz (Winter										
STEP Window 2			6 week (27 day								STEP Progress Monitoring Window				
CRM Launch Meetings			ELA Mock State Exam			Math Mock State Exam	ELA Test Prep/CRM Week	CRM Week 2			CRM Week 3	CRM Week 4	CRM Week 5	CRM Week 6	CRM Week 7
													MSR 20-9 Week	MSR 20-9 Week 2	MSR 20-9 Week 3

April					May				June			
4/7	4/8	4/15	4/22	4/29	5/6	5/13	5/20	5/27	6/3	6/10	6/17	6/24
5	5	5	5	5	5	0	5	4	4	5	5	25
	Spring Data Review Where are we now?				Classroom Teacher Family Contact Questions about PR	No School May Recess		College Knowledge	Classroom Teacher Family Contact		End Of Year Awards	
	Focus SY 9-20 School Schedules & EOY Culture				Focus Danielson Style Walkthroughs EOY Planning			Focus Summer Planning EOY Planning				
			Progress Report #3						End of T3			Report Card #3 and IEP Goal Reporting
					NWEA MAP window #3		NWEA MAP window #3					
STEP Instructional Cycle 4 8.5 weeks					STEP Window #3 Purple (a 1 grades PK-7)				EOY Data Analysis			
	NYS ELA Exam							ELA 1A #5 Grade 2-8				
	SW CAP LN LS PA cross checking word solving in isolation		SW CAP LN LS PA cross checking word solving in isolation								SW CAP LN LS PA cross checking word solving in isolation	
				NYS Math Exam								
		Math Gr K-2 Quiz (Spring)										
Instructional window					TS Gold Spring Window				STEP EOY Window			
	NYS ELA Exam	NYSESLAT Writing Reading Listening (5/8/5/8)							STEP EOY Analysis			
MSR 20-9 Week 4	MSR 20-9 Week 5	MSR 20-9 Week 6	MSR 20-9 Week 7	NYS Math Exam			NYS Science Exam (performance)	NYS Science Written Test				

					Common Core Focus Standards																		
					Writing						Reading												
Unit	Start Date	End Date	Instructional Days (Includes Flex)	Notes	W.1	W.2	W.3	W.4	W.5	W.6	W.7	W.8	RL.1	RL.2	RL.3	RL.4	RL.5	RL.6	RL.7	RL.8	RL.9	RL.10	
K.1: Falling in Love with Reading/Writing	9/10	10/5	20				X	X					X	X									
K.2: Emergent Storybook/We Tell Our Stories	10/8	11/9	23	*Additional Speaking and Listening Standards listed in Unit			X	X		X			X	X	X		X						
K.3 Emergent Storybook Non-Fiction/We Are Experts	11/12	12/21	26.5	*Additional Speaking and Listening Standards listed in Unit		X					X						X	X	X				X
K.4 Essential Reading Toolkit: Aids to Help You Make Meaning/We Make Our Stories Come Alive	1/8	2/15	28	*Additional Foundational Reading Standards listed in Unit			X	X		X				X								X	
K.5: Reading Intervention/Social Justice	2/25	3/22	18	*Reading standards not addressed during the first half of the year can be addressed during this unit	X						X												
K.6: Elements of A Story!/We Imagine New Stories!	3/25	4/22	25				X	X	X			X	X	X		X	X						
K.7: PBL: Beyond the Bread	4/29	6/26	36.5		X		X	X									X	X		X	X	X	X

	September				October					November		
Week of	9/4	9/10	9/17	9/24	10/1	10/8	10/15	10/22	10/29	11/5	11/12	11/19
Instructional Days	4	5	5	5	5	4	5	5	5	4	5	2.5
Pre-Prep	No Units of Study Orientation Week	Pre-Prep.1 Welcome to Pre-K				Pre-Pre.2 My Five Senses				Pre-Prep.3 All About Us		
Kindergarten		K.1 Falling in Love with Reading/Writing				K.2 Emergent Storybook/We Tell Our Stories					Emergent Story	
Grade 1		1.1 Falling in Love with Reading/Writing				1.2: Essential Reading Toolkit: Aids to Help You Make Meaning/Small Moments, Big Stories!					PBI	
Grade 2		2.1 Falling in Love with Reading/Writing				2.2 Characters are Your Best Friends!/I'm the Main Character!					F	
Grade 3		3.1 Falling in Love with Reading/Writing				3.2 Characters are Just Like Us!					PB	
		4.1				4.2						

	December				January				February				Ma	
11/26	12/3	12/10	12/17	12/24/2018- 1/4/2019	1/8	1/14	1/21	1/28	2/4	2/11	2/18	2/25	3/4	3/11
5	4	5	5	0	4	5	4	5	5	5	0	5	5	5
	Pre-Prep.4 Where We Live				Pre-Prep.5 Transportation			Pre-Prep.6 Light			Pre-P W			
K.3 book Non-Fiction/We Are Experts					K.4 Essential Reading Toolkit: Aids to Help You Make Meaning/We Make Our Stories Come Alive					K.5: Reading Intervention Justice				
1.3 : School-How it Works!					1.4 Inquiring Minds Want to Read/I'm an Expert!					1.5: Reading Intervention Justice				
2.3 BL: Brooklyn Bridge					2.4 Ask me, I'm an Expert!					2.5: Reading Intervention Justice				
3.3 L: Iroquois and Lenape					3.4 Stories from the Past Live On! (Folktales)			3.5 Close Reading Mastery begins during CR Block			3.5 Close Re			
4.3					4.4 The World of Mythology			3.5 Close						

March		April					May					June				
3/18	3/25	4/1	4/8	4/15	4/22	4/29	5/6	5/13	5/20	5/27	6/3	6/10	6/17	6/24		
3	5	5	5	5	5	5	5	0	5	4	4	5	5	3.5		
rep.7 ter		Pre-Pre.8 Plants				Pre-Prep.9 Babies						Pre-Prep.10 Transformation				
/Social	K.6: Elements of A Story!/We Imagine New Stories!					K.7: PBL: Beyond the Bread			K.7: PBL: Beyond the Bread							
/Social	1.6 What a Character!/Bringing Character's to Life!					1.7: PBL: Medieval Times- Knights, Castles, Maiden's Oh My!			1.7: PBL: Medieval Times-Knights, Castles, Maiden's Oh My!							
/Social	2.6: Join the Club! Falling in Love with Series Character/New Adventures for Familiar Characters!					2.7: PBL: The Wompanoag and the Pilgrims			2.7: PBL: The Wompanoag and the Pilgrims							
ding Mastery			3.6 PBL: Ancient China								3.6 PBL: Ancient China		3.7: The Magic of Poetry: Small Packages Filled with Meaning / The Magic of Writing Poetry			
											4.6 PBL:		4.7: The Magic of Poetry: Small Packages			

Grade 4		Falling in Love with Reading/Writing	What a Character!/Bringing Characters to Life!	P
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BL: A Nation is Born			3.5 Close Reading Mastery begins during CR Block		4.5 Close Re
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ding Mastery	4.6 PBL: Inventions!		Inventions!	Filled with Meaning / The Magic of Writing Poetry
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				Common Core Focus Standards																		
				Writing							Reading											
Unit	Start Date	End Date	Instructional Days (Includes Flex)	Notes (Flex days, curriculum revisions/recommendations, etc)	W.1	W.2	W.3	W.4	W.5	W.6	W.7	RI.1	RI.2	RI.3	RI.4	RI.5	RI.6	RI.7	RI.8	RI.9	RI.10	
1.1: Falling in Love with Reading/Writing	9/10	10/5	20				X	X				X										
1.2: Essential Reading Toolkit: Aids to Help You Make Meaning/Small Moments Big Stories!	10/8	11/9	23	*Additional Foundation Reading Standards listed in unit			X	X				X	X	X	X							
1.3 PBL: School-How it Works!	11/12	12/21	26.5			X		X	X	X								X	X	X		X
1.4 Inquiring Minds Want to Read/I'm an Expert!	1/8	2/15	28			X		X										X	X	X	X	X
1.5: Reading Intervention/Social Justice	2/25	3/22	18	*Reading standards not addressed during the first half of the year can be addressed during this unit	X				X													
1.6 What a Character! /Bringing Character's to Life!	3/25	4/22	25				X	X				X	X	X	X	X						
1.7: PBL: Medieval Times-Knights, Castles, Maiden's	4/29	6/26	36.5		X	X	X	X	X	X								X	X	X		X

Note Focus Standards After Unit Unpacking

Grade 2 Year-Long Theme:

Unit	Start Date	End Date	Instructional Days (Includes Flex)	Notes (Flex days, curriculum revisions/recommendations, etc)	Writing				Reading											
					W.1	W.2	W.3	W.4	W.5	W.6	W.7	W.8	RL.1	RL.2	RL.3	RL.4	RL.5	RL.6	RL.7	RL.8
2.1: Falling in Love with Reading/Writing	9/10	10/5	20					X				X	X	X						
2.2: Characters are Your Best Friends/I'm the Main Character	10/8	11/9	23				X	X				X	X							
2.3: PBL: Brooklyn Bridge	11/12	12/21	26.5			X		X						X	X	X	X	X		
2.4: Ask me, I'm an Expert	1/8	2/15	28			X		X		X	X			X	X		X	X	X	X
2.5: Reading Intervention/Social Justice	2/25	3/22	18	*Reading standards not addressed during the first half of the year can be addressed during this unit	X					X										
2.6: Join the Club! Falling in Love with Series Character/New Adventures for Favorite Characters!	3/25	4/22	25				X	X				X	X							
2.7: PBL: The Wampanoag and the Pilgrims	4/29	6/26	36.5			X		X		X	X			X	X	X	X	X		

Grade 3

ELA IA #2

Name

Teacher

DIRECTIONS: Read the text. Then answer questions 1 through 6.

Laura Ingalls Wilder wrote about living in America in the late 1800s, when much of our country was still wilderness. In this story, Laura is five years old; Pa has gone into town and has not yet returned.

from **Little House in the Big Woods**
by *Laura Ingalls Wilder*

1 The sun sank out of sight, the woods grew dark, and he did not come. Ma started supper and set the table, but he did not come. It was time to do the chores, and still he had not come.

2 Ma said that Laura might come with her while she milked the cow. Laura could carry the lantern.

3 So Laura put on her coat and Ma buttoned it up. And Laura put her hands into her red mittens that hung by a red yarn string around her neck, while Ma lighted the candle in the lantern.

4 Laura was proud to be helping Ma with the milking, and she carried the lantern very carefully. Its sides were of tin, with places cut in them for the candle-light to shine through.

5 When Laura walked behind Ma on the path to the barn, the little bits of candle-light from the lantern leaped all around her on the snow. The night was not yet quite dark. The woods were dark, but there was a gray light on the snowy path, and in the sky there were a few faint stars. The stars did not look as warm and bright as the little lights that came from the lantern.

6 Laura was surprised to see the dark shape of Sukey, the brown cow, standing at the barnyard gate. Ma was surprised, too.

7 It was too early in the spring for Sukey to be let out in the Big Woods to eat grass. She lived in the barn. But sometimes on warm days Pa left the door of her stall open so she could come into the barnyard. Now Ma and Laura saw her behind the bars, waiting for them.

8 Ma went up to the gate, and pushed against it to open it. But it did not open very far, because there was Sukey, standing against it. Ma said, "Sukey, get over!" She reached across the gate and slapped Sukey's shoulder.

9 Just then one of the dancing little bits of light from the lantern jumped between the bars of the gate, and Laura saw long, shaggy, black fur, and two little, glittering eyes.

10 Sukey had thin, short, brown fur. Sukey had large, gentle eyes.

11 Ma said, “Laura, walk back to the house.”

12 So Laura turned around and began to walk toward the house. Ma came behind her. When they had gone part way, Ma snatched her up, lantern and all, and ran. Ma ran with her into the house, and slammed the door.

13 Then Laura said, “Ma, was it a bear?”

14 “Yes, Laura,” Ma said. “It was a bear.”

15 Laura began to cry. She hung on to Ma and sobbed, “Oh, will he eat Sukey?”

16 “No,” Ma said, hugging her. “Sukey is safe in the barn. Think, Laura, all those big, heavy logs in the barn walls. And the door is heavy and solid, made to keep bears out. No, the bear cannot get in and eat Sukey.”

17 Laura felt better then. “But he could have hurt us, couldn’t he?” she asked.

18 “He didn’t hurt us,” Ma said. “You were a good girl, Laura, to do exactly as I told you, and to do it quickly, without asking why.”

19 Ma was trembling, and she began to laugh a little. “To think,” she said, “I’ve slapped a bear!”

20 Then she put supper on the table for Laura and Mary. Pa had not come yet. He didn’t come.

21 Laura and Mary were undressed, and they said their prayers and snuggled into bed.

22 Ma sat by the lamp, mending one of Pa’s shirts. The house seemed cold and still and strange, without Pa.

23 Laura listened to the wind in the Big Woods. All around the house the wind went crying as though it were lost in the dark and the cold. The wind sounded frightened.

24 Ma finished mending the shirt. Laura saw her fold it slowly and carefully. She smoothed it with her hand. Then she did a thing she had never done before. She went to

the door and pulled the leather latch-string through its hole in the door, so that nobody could get in from outside unless she lifted the latch. She came and took Carrie, all limp and sleeping, out of the big bed.

25 She saw that Laura and Mary were still awake, and she said to them: "Go to sleep, girls. Everything is all right. Pa will be here in the morning."

26 Then she went back to her rocking chair and sat there rocking gently and holding Baby Carrie in her arms.

27 She was sitting up late, waiting for Pa, and Laura and Mary meant to stay awake, too, till he came. But at last they went to sleep.

28 In the morning Pa was there. He had brought candy for Laura and Mary, and two pieces of pretty calico to make them each a dress. Mary's was a china-blue pattern on a white ground, and Laura's was dark red with little golden-brown dots on it. Ma had calico for a dress, too; it was brown, with a big, feathery white pattern all over it.

29 They were all happy because Pa had got such good prices for his furs that he could afford to get them such beautiful presents.

30 The tracks of the big bear were all around the barn, and there were marks of his claws on the walls. But Sukey and the horses were safe inside.

31 All that day the sun shone, the snow melted, and little streams of water ran from the icicles, which all the time grew thinner. Before the sun set that night, the bear tracks were only shapeless marks in the wet, soft snow.

1

Read the sentence from paragraph 5 below.

The woods were dark, but there was a gray light on the snowy path, and in the sky there were a few faint stars.

What is the purpose of this sentence in the passage?

- A It describes the setting for part of the story.
- B It explains the lesson that the story teaches.
- C It explains the central problem in the story.
- D It describes the solution to the problem in the story.

2

According to paragraph 16, what is the **main** reason the barn door is so solid and heavy?

- A to keep the farm animals quiet
- B to keep the farm animals safe
- C to keep the barn warm
- D to keep the barn dry

3

Why does Ma laugh in paragraph 19?

- A She is happy to be safe inside.
- B She is happy that Pa has come home safely.
- C She thinks it is amazing that she hit a bear.
- D She thinks it is silly that Laura is so worried.

4 Read paragraph 15 below.

Laura began to cry. She hung on to Ma and sobbed, “Oh, will he eat Sukey?”

Which word **best** helps the reader understand the meaning of the word “sobbed”?

- A began
- B cry
- C hung
- D eat

5 What proves that a bear had been in the yard?

- A Pa saw the bear on his way home.
- B Sukey and the horses had bear claw marks on them.
- C Ma and Laura heard the bear growl as they ran inside.
- D There were bear tracks near the barn the next morning.

6 Which detail **most strongly** suggests that Ma is still worried about the bear, even after she and Laura are safely back inside the house?

- A “Ma sat by the lamp, mending one of Pa’s shirts. The house seemed cold and still and strange, without Pa.” (paragraph 22)
- B “Ma finished mending the shirt. Laura saw her fold it slowly and carefully. She smoothed it with her hand.” (paragraph 24)
- C “She went to the door and pulled the leather latch-string through its hole in the door, so that nobody could get in from outside unless she lifted the latch.” (paragraph 24)
- D “Then she went back to her rocking chair and sat there rocking gently and holding Baby Carrie in her arms.” (paragraph 26)

Sugaring Time

by Gesina Berk

1 You probably like to eat maple syrup on your pancakes and waffles, right? But did you know that real maple syrup comes from a tree?

2 It is true. Maple syrup is made from the sap of sugar maple trees. Sap is made of water, sugar, and minerals. A tree needs sap to make leaves in the spring and to stay healthy year-round.

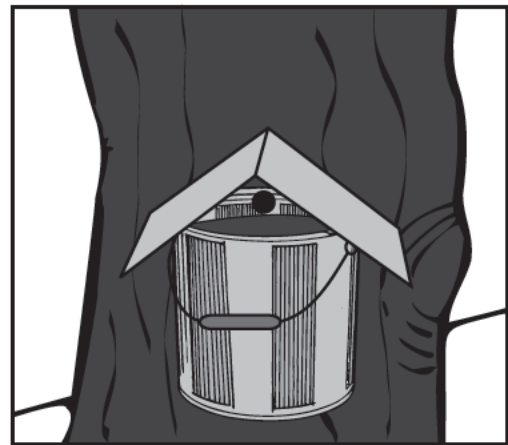
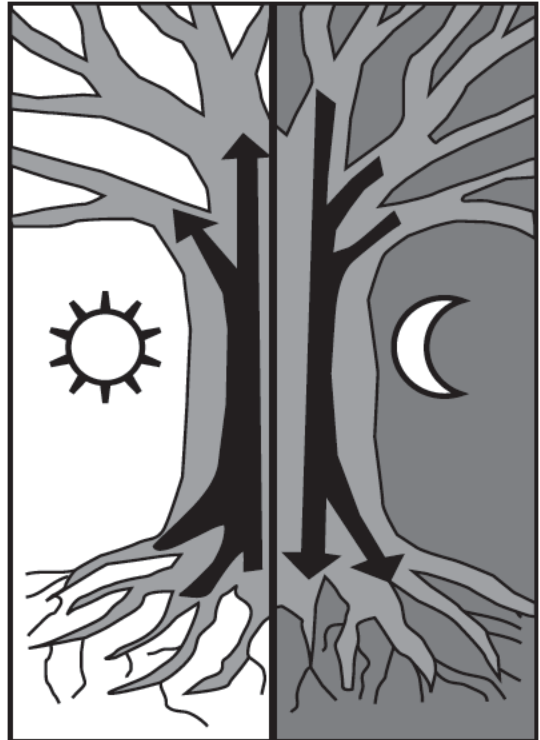
3 When the weather is cold, sap is stored in the tree's roots. But when the weather starts to warm up, sap begins to move up and down in the tree. This usually happens in March, when spring weather begins.

4 On warm spring days, sap flows to the branches, where it makes leaves bud. On cool spring nights, sap goes back down to the roots. When the sap is flowing up and down in the tree for many days in a row, syrup makers start collecting it. *Sugaring season* has begun.

Tapping the Trees

5 Sap flows inside the tree. Syrup makers drill small holes in the tree to collect the sap. They call this *tapping* the tree.

6 After syrup makers tap the tree, they put a spout into each hole.



7 Some syrup makers hang buckets beneath the spouts to collect the sap. When the buckets are full, they empty the sap into a gathering tank, which is taken to the sugarhouse.

8 Other syrup makers use plastic tubing to collect the sap. The tubing connects to the spout and sap flows through the tubing into storage tanks near the sugarhouse.

In the Sugarhouse

9 Sap is mostly water. To make maple syrup, the water must be removed. This is done inside the sugarhouse.

10 Sap is poured into large pans; then it is boiled. Boiling takes out the water, or makes it evaporate. Pure maple syrup is left behind.

Filtering

11 Before the syrup can be bottled, it must be filtered to remove the “sugar sand.” This is a gritty substance made of minerals from the maple tree.

Color Grading

12 After the syrup is filtered, it is graded by color:

- Grade A—Light Amber (Fancy)
- Grade A—Medium Amber
- Grade A—Dark Amber
- Grade B—(darkest of all)

13 The best syrup to buy is the one you like the most. The darker the color, the stronger the flavor.

Bottling It Up

14 Now it is time to put the syrup into bottles. These bottles of maple syrup will be sent to grocery stores all around the world.

Time to Rest

15 When the days and nights stay warm, the tree leaves start to bud. When this happens the sap is not as sweet. And that means the maple syrup will not be as sweet, either. So syrup makers stop collecting sap. Sugaring season is over—until next year.

7

The first illustration best helps the reader understand the information in which paragraph?

- A paragraph 2
- B paragraph 4
- C paragraph 5
- D paragraph 7

8

Read the chart below.

Sugaring Steps
1. Syrup makers tap trees.
2.
3. Syrup makers collect sap in buckets.

Which statement **best** completes the chart?

- A Syrup makers store syrup in tanks.
- B Syrup makers boil sap in large pans.
- C Syrup makers put spouts into drilled holes.
- D Syrup makers pour sap into gathering tanks.

9

According to the Filtering section, why do syrup makers remove minerals from maple syrup?

- A Minerals make the syrup grainy.
- B Minerals change the syrup's taste.
- C Minerals change the syrup's color.
- D Minerals stop the syrup from flowing.

10 Which section of the article contains information about the process of turning sap into syrup?

- A** Tapping the Trees
- B** In the Sugarhouse
- C** Filtering
- D** Color Grading

11 Which of the following details from the article best explains the reason sap is so important to trees?

- A** “Maple syrup is made from the sap of sugar maple trees. Sap is made of water, sugar, and minerals.” (paragraph 2)
- B** “A tree needs sap to make leaves in the spring and to stay healthy year-round.” (paragraph 2)
- C** “But when the weather starts to warm up, sap begins to move up and down in the tree.” (paragraph 3)
- D** “When the sap is flowing up and down in the tree for many days in a row, syrup makers start collecting it.” (paragraph 4)

12 How does paragraph 8 relate to paragraph 7?

- A** It explains plastic tubing is the only way to collect tree sap.
- B** It explains syrup makers must drill holes in a tree to collect sap.
- C** It shows when syrup makers can begin collecting tree sap.
- D** It shows a different method that can be used to collect tree sap.

DIRECTIONS: Read the text. Then answer questions 13 and 14.

My Own Personal Hippo

by Mary Ellen Bertram

1 “I want a hippopotamus for my birthday,” Rachel Allen said.

2 “A hippopotamus!” Mother almost dropped the dish she was drying. “Hippos are so big! He wouldn’t have space to run in our yard.”

3 That afternoon Rachel looked over her backyard. *It is small*, she thought. *But if we move the garden to the side of the house, there’d be plenty of room for the hippo to run.*

4 The next day Rachel said to Daddy, “I want a hippopotamus for my birthday.”

5 “A hippopotamus!” Daddy put down his newspaper. “Hippos are so heavy! He’d fall right through to the basement when we brought him in for the winter.”

6 Rachel went down to the basement. It was large, with a garage door that led to the outside. “We can keep the hippo down here,” Rachel said. “Then he wouldn’t fall through to the basement. He’d already be in the basement.”

7 The next afternoon Grandpa stopped by. “I want a hippopotamus for my birthday,” Rachel said.

8 “A hippopotamus!” Grandpa put down his pipe. “Hippos need a lot of water. They get very hot in summer, and they need a great big pool to jump into and cool off.”

9 *Grandpa’s right*, Rachel thought. She put on her coat and took a long walk. She wondered where she could find a pool big enough for a hippopotamus. Then she saw it – the lake behind Mrs. Hunter’s house. Every day Rachel could walk the hippopotamus here for a romp in the lake.

10 Sunday afternoon Rachel visited Nana. “I want a hippopotamus for my birthday,” Rachel said.

11 “A hippopotamus!” Nana handed Rachel a warm oatmeal cookie. “What would you feed him? Hippos don’t live on oatmeal cookies, you know.”

12 Rachel knew that. Hippos lived on hay. She’d seen haystacks on the farms she’d passed on the way to Nana’s. Daddy could haul in hay for the hippo.

- 13 The day before her birthday, Rachel asked her mother again, “Please, please may I have a hippo for my birthday?”
- 14 “As you know, Rachel,” Mother said, “having a hippo would present a lot of problems.”
- 15 “I know,” Rachel said, “but I have it all worked out. We’ll move the garden so he has room to run. We’ll keep him in the basement in the winter. I’ll walk him to Mrs. Hunter’s lake in the summer. And Daddy will haul in hay for him to eat.”
- 16 “You do have things all worked out,” Mother said. “But we’ll have to see.”
- 17 The next morning Rachel opened all her gifts. There was no hippo. Rachel was disappointed.
- 18 After breakfast, Mother said, “Put on your T-shirt, Rachel.”
- 19 “Where are we going?” Rachel asked.
- 20 “To the zoo to see your hippo,” Mother said.
- 21 At the zoo, Rachel’s hippopotamus was playing in the lake with two other hippos. On a tree near the lake was a sign: **Hippopotamus – Zoo Parent: Rachel Allen**. Mother and Daddy and Grandpa and Nana had sponsored one of the hippos in Rachel’s name!
- 22 That made Rachel very proud.
- 23 “See that hippo in the middle of the lake?” Rachel said to the other boys and girls. “That’s my own personal hippo!”

13

How do Rachel's family members react when she tells them she wants a hippopotamus? Use **two** details from the passage to support your response.

14

In paragraph 15, what does Rachel mean when she says she has it “all worked out”? Use **two** details from the passage to support your response.

Trimester	Week #	Date	Unit	LP#	Standard
T1	Week 1	9/3			
	Week 2	9/10	Un t 1	1	5.NBT.1
			Un t 1	2	5.NBT.2
			Un t 1	3	5.NBT.1
			Un t 1	4	5.NBT.2
			Un t 1	5	5.OA.1
	Week 3	9/17			
			Un t 1	6	5.OA.1 5.OA.2
			Un t 1		
	Week 4	9/24	Un t 1		
			Un t 2	1	4.NBT.5 5.NBT.5
			Un t 2	2	5.NBT.5
			Un t 2	3	5.NBT.5
			Un t 2	4	5.NBT.5
	Week 5	10/1	Un t 2	5	5.NBT.5
			Un t 2	7	5.NBT.5
			Un t 2	8	5.NBT.6
			Un t 2	9 & 10	5.NBT.6
			Un t 2	11	5.NBT.6
	Week 6	10/8			
			Un t 2	12	
			Un t 2	13	5.NBT.6
			Un t 2	14	5.NBT.6
			Un t 2	15	5.NBT.6
	Week 7	10/15	Un t 2	16	5.NBT.6
			Un t 2		
			Un t 2		
			Un t 2		
			Un t 3	1&2	4.NF.3
	Week 8	10/22	Un t 3	3	5.NF.2
			Un t 3	4	
			Un t 3	5	5.NF.1 5.NF.2
			Un t 3	7	5.NF.1 5.NF.2
			Un t 3	8	5.NF.1 5.NF.2
	Week 9	10/29	Un t 3	9	5.NF.1 5.NF.2
			Un t 3	10	5.NF.1 5.NF.2
		Un t 3	11	5.NF.1 5.NF.2	
		Un t 3	12	5.NF.1 5.NF.2	
		Un t 3	13	5.MD.2	
	11/5	Un t 3	14	5.MD.2	

	Week 10		Un t 3		
			Un t 3		
			Un t 4	1	5.NF.3 5.NF.4
	Week 11	11/12	Un t 4	2	5.NF.4
			Un t 4	3	5.NF.4
			Un t 4	4 & 5	5.NF.4 5.NF.5
			Un t 4	6	5.NF.4
			PBL		
	Week 12	11/19	PBL		
			PBL		
	Week 13	11/26	Un t 4	7	5.NF.6
		Un t 4	8	5.NF.6	
		Un t 4	9	5.NF.6	
		Un t 4	10	5.NF.5	
		Un t 4	11	5.NF.3	
		Un t 4	12	5.NF.3	
Week 14	12/3	Un t 4	13	5.NF.7b	
		Un t 4	14	5.NF.7a	
		Un t 4	15 (comb ne with L17 f needed)	5.NF.7	

T2	Week 15	12/10	Un t 4	16	5.NF.7
			Un t 4		
			Un t 4		
			Un t 4		
	Week 16		Un t 5	1	5.NBT.1&3
		12/17	Un t 5	2	
			Un t 5	3&4	5.NBT.3
			Un t 5	5	
			Un t 5	6	
			Un t 5	7	
	Week 17	12/24			
	Week 18	12/31			
	Week 19	1/7			
			Un t 5	8	
			Un t 5	9	
Week 20	1/14				
		Un t 5	11 (skp L10)		
		Un t 5	12		

	Week 21	1/21			
			Un t 5	13&14	
			Un t 5	15	
			Un t 5	16	
	Week 22	1/28	Un t 5	17 (comb ne w th 18)	
			Un t 5	19 (sk p 20)	
			Un t 5	21	
			Un t 5	22	
			Un t 5	23	
	Week 23	2/4	Un t 5		
			Un t 5		
			Un t 5		
			Un t 6	1	
			Un t 6	2	
	Week 24	2/11	Un t 6	3	
			Un t 6	4	
			Un t 6	5 (comb ne w th L6)	
			Un t 6	7 (comb ne w th L9)	
	Week 25	2/18			

	Week 26	2/25	Un t 6	8	
			Un t 6	10	
			Un t 6		
			Un t 6		
			Un t 6		
	Week 27	3/4	Un t 7	L1 (comb ne w th L2)	
			Un t 7	3	
			Un t 7	4	
			Un t 7	5	
			Un t 7	6	
	Week 28	3/11	Un t 7	7	
			Un t 7		
			Un t 7		
			Un t 8	1	
			Un t 8	2	
	Week 29	3/18	Un t 8	3 (comb ne w th L4)	
			Un t 8	5	
			Un t 8	6	
Week 30	3/25	Un t 8	7		
		Un t 8	8		
		Un t 8	9		
		Un t 8			

T3

		Un t 8		
Week 31	4/1			
Week 32	4/8			
Week 33	4/15			
Week 34	4/22			
Week 35	4/29			
Week 36		Un t 9	1	
	5/6	Un t 9	2	
		Un t 9	3	
		Un t 9	4	
Week 37	5/13			
Week 38	5/20	Un t 9	5	
		Un t 9	6	
		Un t 9	7	
		Un t 9		
		Un t 9		
Week 39	5/27			

Week 40	6/3			
Week 41	6/10			
Week 42	6/17			
Week 43	6/24			

Objective	Spiral Review Focus	S&S Notes	Sense-Making
SWBAT identify and explain place value patterns when			
SWBAT express and multiply by powers of 10			5.NBT.1
SWBAT identify and explain place value patterns when			N/A
SWBAT explain patterns in the placement of the decimal			5.NBT.2
SWBAT evaluate numerical expressions including			
MAP			
MAP			
SWBAT write simple numerical expressions that record			N/A
Examples			5.OA.1 5.OA.2
Review			
Assessment			
SWBAT explain the meaning of multiplication.			5.OA.1
SWBAT estimate products by rounding to the nearest			N/A
SWBAT multiply 2 by 1 and 3 by 1 digit numbers using			5.NBT.5
SWBAT multiply 2 by 2 digit numbers using and			
SWBAT multiply 3 by 3 and 4 by 3 digit numbers using			
SWBAT multiply 3 by 3 digit numbers using the standard		Skp LP6, or	5.NBT.5
SWBAT solve and write division word problems by			N/A
SWBAT estimate quotients by rounding to compatible		Combine	5.NBT.6
SWBAT divide two and three digit dividends by multiples			
SWBAT divide two digit dividends by two-digit divisors			5.NBT.6
SWBAT interpret remainders in the context of a real world			N/A
SWBAT divide three and four digit dividends by two-digit			5.OA.2
SWBAT divide three and four digit dividends by two-digit			
SWBAT solve real world and mathematical problems			
Examples			5.NBT.6
review			
assessment			
SWBAT make equivalent fractions by multiplying and			
SWBAT add fractions with like units when regrouping			
SWBAT subtract fractions and mixed numbers from whole			
SWBAT subtract fractions and mixed numbers with like			
SWBAT add and subtract fractions with unlike		Skp LP6 = 1	
SWBAT add and subtract fractions (including work with			
SWBAT add mixed numbers, whole numbers and			
SWBAT subtract fractions and mixed numbers with unlike			
SWBAT solve real world addition and subtraction			
problems with fractions.			
SWBAT solve multi-step word problems involving addition and			
subtraction of mixed numbers and fractions by drawing a			
visual model and writing an equation.			
SWBAT read and understand data represented in line			
plots, and draw simple conclusions from the data.			
SWBAT create line plots from data in a frequency table			
and solve problems involving information from the			
data.			

Review			
Assessment			
SWBAT relate fractions as divisions to fractions of a set using counters and arrays (pictorial tape diagrams).			
SWBAT multiply any whole number by a fraction.			
SWBAT relate a fraction of a set to the repeated addition interpretation of multiplication.			
SWBAT use an area model to multiply a unit fraction by a unit fraction and a non-unit fraction and reason about the relative size of the product to the factors. Sub am: SWBAT find area of rectangles with fractional side lengths.		Combine LP4 & 5 = 1 day	
SWBAT multiply non-unit fractions using an area model and develop a standard written method for multiplying fractions.			
PBL			
PBL			
PBL			
1/2 day - (no classes)			
Thanksgiving			
Thanksgiving			
SWBAT solve problems involving multiplication of fractions using the computational procedure and models or diagrams when needed.			
SWBAT multiply mixed numbers by whole numbers using an area model to apply the distributive property and reason about the relative size of the product to the factors.			5.NBT.6
SWBAT multiply mixed numbers by fractions or mixed numbers using the computational procedure			N/A
SWBAT consider multiplication as scaling by explaining the effects multiplying by fractions less than one, equal to one, and greater than one.			5.NBT.6
SWBAT interpret a fraction as division by modeling division problems leading to answers in the form of a fraction or mixed number and making connections to an equation.			
SWBAT use tape diagrams to represent fractions as division and interpret quotients.			
SWBAT divide a whole number by a unit fraction using a tape diagram (and a number line). SWBAT explain why the quotient is greater than the dividend when dividing a whole number by a unit fraction.			
SWBAT divide a unit fraction by a whole number by drawing a visual model SWBAT divide a unit fraction by a whole number by relating division to multiplication			
SWBAT solve word problems (including multi-step) involving division of whole numbers by unit fractions and unit fractions by whole numbers by drawing visual models to make sense of and solve problems.			

SWBAT explain the impact of division and multiplication on the magnitude of a product or quotient relative to the dividend or factors.			
Ex review			
Assessment			
SWBAT establish the meaning of decimal place values to thousandths in order to read and write decimal numbers.			
SWBAT express decimal numbers in expanded form.			
SWBAT identify and generate equivalent fractions and decimal fractions (includes fractions $<$, $>$, and $=$ to one). SWBAT understand and represent equivalent fractions and decimals using numerical methods (includes fractions $<$, $>$, and $=$ to one).	5.NBT.6 Multi-step Division Word Problems Ex. 2015 NYS Released #57	Combine LP 3&4 = 1 day	5.NBT.6
SWBAT compare and order two or more decimals to the thousandths by rewriting decimal numbers with a common place value.			
SWBAT round decimal numbers to the thousandths using place value understanding and a number line.	5.NBT.6 Multi-step Division Word Problems		5.NBT.6
SWBAT add and subtract decimal fractions to the hundredths using various models. Sub-a m: SWBAT explain decimal addition and subtraction methods using the concept of "units."			
Network Wide Retreat Day			
SWBAT estimate sums and differences of decimal numbers by rounding to compatible numbers or whole numbers and use estimates to gauge the reasonableness of provided answers.			
MAP			
MAP			
SWBAT add and subtract decimal fractions to the hundredths using methods based on place value (units concept). Sub-a m: SWBAT gauge the reasonableness of sums and differences using estimates.			
ELA Mock Exam			
ELA Mock Exam			
SWBAT relate decimal and fraction multiplication using decimal/fraction equivalents and finding the product using area models and standard written methods for multiplying fractions			
SWBAT multiply two decimals using unit form and generate a rule for determining the location of the decimal point when using the standard algorithm.			

SWBAT use properties of rectangular prisms to determine "massing" dimensions of two non-overlapping prisms.			
SWBAT apply concepts of volume to solve real-world and mathematical problems			
Flex			
Review			
Assessment			
SWBAT convert from a larger whole number measurement to a smaller measurement using a bar model to reason about the relative size of the units and develop an equation for solving.			
SWBAT convert customary and metric units of measurement using division. SWBAT solve multi-step word problems involving addition, subtraction and multiplication using bar models and/or equations.			
SWBAT solve multi-step problems involving measurement unit conversions.			
SWBAT convert between customary units of measurement by determining the scale factor between units and multiplying.			
SWBAT convert between metric units of measurement by determining the scale factor between units and multiplying.			
SWBAT solve multi-step problems of conversion with decimal fractions.			
Review			
Assessment			
SWBAT classify polygons and non-polygons based on their attributes. Sub-am: SWBAT understand angle and side notation and apply the understanding to justify classifications provided.			
SWBAT understand that attributes belonging to a category of two-dimensional figures also belong to a subcategories of that category.			
SWBAT classify shapes into sub-categories based on the presence of parallel sides. SWBAT classify parallelograms as rectangles based on the presence of four right angles			
Classify rectangles as equilateral (square) versus non-equilateral (non-square).			
Classify parallelograms as being equilateral (rhombus) versus non-equilateral and apply hierarchy (categorical) logic.			
SWBAT measure and create angles using a protractor. Sub-am: SWBAT justify the reasonableness of measurements by benchmarking to right angles (acute, right, and obtuse vocabulary)			
Classify triangles by their angles.			
SWBAT classify triangles by angles and sides and justify their classifications. Sub-am: SWBAT understand angle and side notation and apply the understanding to justify classifications provided.			
Review			

Assessment			
F ex			
ELA State Test			
ELA State Test			
F ex			
F ex			
MSR			
MSR			
MSR			
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MSR			
MSR			
MSR			
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MSR			
Math State Test			
Math State Test			
SWBAT construct a coordinate plane and use it to plot and locate points.			
SWBAT name the location of a point on a coordinate plane. SWBAT explain that the x-and y-coordinates indicate how far to travel from the origin in the direction of the corresponding axes.			
SWBAT identify patterns in coordinate pairs that lead to vertical and horizontal lines, and interpret points on the plane as distances from the axes. SWBAT construct parallel and perpendicular lines using coordinates in the coordinate grid.			
SWBAT use ordered pairs to construct and name shapes on the coordinate grid.			
MAP			
MAP			
Coordinate systems can be used to solve real-world problems.			
SWBAT represent number patterns that follow rules on the coordinate grid.			
SWBAT identify and describe the relationship between corresponding terms in two number patterns.			
Review			
Assessment			

Trimester	Week #	Date	Unit	LP#	Standard	
T1	Week 1	9/3				
	Week 2	9/10	Un t 1			
		9/11	Un t 1	1		5.NBT.1
			Un t 1	2		5.NBT.2
			Un t 1	3		5.NBT.1
	Week 3	9/17				
			Un t 1	5		5.OA.1
			Un t 1	6		5.OA.1 5.OA.2
	Week 4	9/24	Un t 1			
			Un t 2	1		4.NBT.5 5.NBT.5
			Un t 2	2		5.NBT.5
			Un t 2	3		5.NBT.5
	Week 5	10/1	Un t 2	5		5.NBT.5
			Un t 2	7		5.NBT.5
			Un t 2	8		5.NBT.6
			Un t 2	9 & 10		5.NBT.6
	Week 6	10/8				
			Un t 2	12		
			Un t 2	13		5.NBT.6
			Un t 2	14		5.NBT.6
	Week 7	10/15	Un t 2	16		5.NBT.6
			Un t 2			
			Un t 2			
			Math 180			
	Week 8	10/22	Math 180			
			B ock 4	T1L1		
			B ock 4	T1L2		
	Week 9	10/29	B ock 4	T1L4		
			B ock 4	T1L5		
			B ock 4	T2L1		
			B ock 4	T2L2		
			B ock 4	T2L3		
	Week 10	11/5		T2L4		
				T2L5		
				T3L1		
	Week 11	11/12	B ock 4	T3L3		
			B ock 4	T3L4		
			B ock 4	T3L5		
			B ock 4			
			B ock 4			

	Week 12	11/19			
	Week 13	11/26	B ock 4	T2L1	
		11/27	B ock 4	T2L2	
		11/28	B ock 4	T2L3	
		11/29	B ock 4	T2L4	
		11/30	B ock 4	T1L5	
	Week 14	12/3		T3L1	
		12/4		T3L2	
		12/5		T3L3	
		12/6			
		12/6		T3L4	
	Week 15	12/10		T3L5	
		12/11			
		12/12			
		12/13			
		12/14	Un t 3	10	5.NF.1 5.NF.2
	Week 16	12/17		11	
		12/18		12	
		12/19		13	
		12/20		14	
		12/21			
	Week 17	12/24			
	Week 18	12/31			
	Week 19	1/7			
			Un t 4	1	
Week 20		Un t 4	2		
	1/14				
		Un t 4	3		
		Un t 4	4		
		Un t 4	5		

T2			Un t 4	6	
	Week 21	1/21			
			Un t 4	7	
			Un t 4	8	
			Un t 4	9	
	Week 22	1/28	Un t 4	10	
			Un t 4	11	
			Un t 4	12	
			Un t 4		
			Un t 4		
	Week 23	2/4			
			Un t 6	1	
			Un t 6	2	
	Week 24	2/11	Un t 6	3	
			Un t 6	4	
			Un t 6	5 (comb ne wth L6)	
			Un t 6	7 (comb ne wth L9)	
	Week 25	2/18			
	Week 26	2/25	Un t 6	8	
			Un t 6	10	
			Un t 6		
			Un t 6		
		Un t 6			

Week 27	3/4	Un t 7	L1 (comb ne wth L2)	
		Un t 7	3	
		Un t 7	4	
		Un t 7	5	
		Un t 7	6	
Week 28	3/11	Un t 7	7	
		Un t 7		
		Un t 7		
		Un t 8	1	
		Un t 8	2	
Week 29	3/18	Un t 8	3 (comb ne wth L4)	
		Un t 8	5	
		Un t 8	6	
Week 30	3/25	Un t 8	7	
		Un t 8	8	
		Un t 8	9	
		Un t 8		
		Un t 8		
Week 31	4/1			
Week 32	4/8			

T3

Week 33	4/15			
Week 34	4/22			
Week 35	4/29			
		Un t 9	1	
Week 36	5/6	Un t 9	2	
		Un t 9	3	
		Un t 9	4	
Week 37	5/13			
Week 38	5/20	Un t 9	5	
		Un t 9	6	
		Un t 9	7	
		Un t 9		
		Un t 9		
Week 39	5/27			
Week 40	6/3			
Week 41	6/10			
Week 42	6/17			

Week 43	6/24			

Objective	Spiral Review Focus	S&S Notes	Sense-Making
Half Day + Culture			
SWBAT identify and explain place value patterns when			
SWBAT express and multiply by powers of 10			
SWBAT identify and explain place value patterns when			5.NBT.1
SWBAT explain patterns in the placement of the decimal			5.NBT.2
MAP			
MAP			
SWBAT evaluate numerical expressions including			
SWBAT write simple numerical expressions that record			5.OA.1 5.OA.2
Flex Day			
Assessment			
SWBAT explain the meaning of multiplication.			5.OA.1
SWBAT estimate products by rounding to the largest			
SWBAT multiply 2 by 1 and 3 by 1 digit numbers using			5.NBT.5
SWBAT multiply 2 by 2 digit numbers using and			
SWBAT multiply 3 by 3 and 4 by 3 digit numbers using			
SWBAT multiply 3 by 3 digit numbers using the standard			Spiral Review
SWBAT solve and write divisions word problems by			N/A
SWBAT estimate quotients by rounding to compatible			Spiral Review
SWBAT divide two and three digit dividends by multiples			
Indigenous Peoples Day			
SWBAT divide two digit dividends by two digit divisors			5.NBT.6
SWBAT interpret remainders in the context of a real world			
SWBAT divide three and four digit dividends by two digit			5.OA.2
SWBAT divide three and four digit dividends by two digit			
SWBAT solve real world and mathematical problems			
Flex			5.NBT.6
review			
assessment			
Launch Math Inventory Placement Assessment			
Launch Math Inventory Placement Assessment			
Launch Math Inventory Placement Assessment Makeup			
Flex			
Assessment			

1/2 day (no classes)			
Thanksgiving			
Thanksgiving			
Updates Scope and Sequence			
		good till here	
Block 4 Assessment			
SWBAT subtract fractions and mixed numbers with unlike denominators (with regrouping).			
School Closed			
SWBAT add and subtract decimal fractions to the hundredths using methods based on place value (key units concept). Sub aim: SWBAT gauge the reasonableness of sums and differences using estimates.			
MAP			
MAP			
SWBAT relate decimal and fraction multiplication using decimal/fractions equivalents and finding the product using area models and standard written methods for multiplying fractions			
ELA Mock Exam			
ELA Mock Exam			
SWBAT multiply two decimals using unit form and generalize a rule for determining the location of the decimal point when using the standard algorithm.			
SWBAT multiply decimal fractions using the standard algorithm. SWBAT estimate products and reason about the location of the decimal point in a product using estimation.			

SWBAT multiply decimal numbers using the standard algorithm. SWBAT use estimation to gauge the reasonableness of products.			
SWBAT solve word problems using fractions and decimal multiplication by drawing a visual model and/or writing an equation.			
Math Mock Exam			
Math Mock Exam			
SWBAT express remainders in quotients as decimals and fractions SWBAT interpret remainders in the context of a problem			
SWBAT Divide a decimal number by a whole number resulting in a decimal quotient (standard algorithm)			
SWBAT divide whole numbers and decimals by 0.1 and 0.01 by making a connection to division by a unit fraction.			
SWBAT divide a whole number by a decimal by creating equivalent fractions with whole number denominators.			
Review			
Assessment			
SWBAT define volume by contrasting properties of 2D and 3D figures. SWBAT understand that volume is measured using cubic units.			
SWBAT explore volume by building 3D figures and counting with unit cubes.			
SWBAT find the volume of a rectangular prism by packing with unit cubes and counting.			
SWBAT find the volume of a rectangular prism by composing and decomposing right rectangular prisms using layers			
SWBAT develop, explain and apply the formulas for finding the volume of right rectangular prisms & SWBAT use volume formulas to solve real world and mathematical problems.			
SWBAT understand that volume is additive. SWBAT find the volume of a solid composed of two non-overlapping right rectangular prisms when length, width, and height are all provided.			
SWBAT use properties of rectangular prisms to determine "missing" dimensions of two non-overlapping prisms.			
SWBAT apply concepts of volume to solve real world and mathematical problems			
Exit			
Review			
Assessment			



Trimester	Week #	Date	Unit	LP#	Standard	Objective
T1	Week 1	9/3				Introduction to classroom policies and procedures
		9/4				Team Building & Review/Practice of classroom
		9/5				
		9/6				
		9/7	Unit 1	1	6.NS.3	SWBAT gauge the reasonableness of the sum or
	Week 2	9/10	Unit 1	2&3	6.NS.3	SWBAT multiply multi-digit decimal numbers >1 by
		9/11	Unit 1	4	6.NS.2	SWBAT represent and solve whole number division
		9/12	Unit 1	5	6.NS.2	SWBAT estimate quotients of two-digit divisors and 2-
		9/13	Unit 1	7	6.NS.3	SWBAT divide a decimal or whole number by a
		9/14	Unit 1	8	6.NS.3	SWBAT divide by a decimal divisor (2- and 3-digit
	Week 3	9/17				MAP
		9/18				MAP
		9/19	Unit 1	9	6.NS.3	SWBAT divide by decimals using mental math to
		9/20	Unit 1	10	6.NS.3	SWBAT solve multi-step word problems involving
		9/21	Unit 1	11	6.NS.4	SWBAT determine all the factors, common factors,
	Week 4	9/24	Unit 1	14	6.NS.4	SWBAT determine the common multiples and LCM of
		9/25	Unit 1	15	6.NS.4	SWBAT solve mathematical and real-world problems
		9/26	Unit 1	16	6.NS.4	SWBAT use the distributive property to create an
		9/27	Unit 1			REVIEW
		9/28	Unit 1			UNIT ASSESSMENT
	Week 5	10/1	Unit 1			FLEX Day
		10/2	Unit 2	1	6.NS.1	SWBAT divide fractions by fractions with the same
		10/3	Unit 2	2	6.NS.1	SWBAT divide fractions by fractions with different
		10/4	Unit 2	3	6.NS.1	SWBAT divide fractions by fractions resulting in non-
		10/5	Unit 2	4	6.NS.1	SWBAT divide mixed numbers by fractions using tape
	Week 6	10/8				
		10/9	Unit 2	5	6.NS.1	SWBAT create real world problems that can be
		10/10	Unit 2	6	6.NS.1	SWBAT divide whole numbers, mixed numbers, and
		10/11	Unit 2	7	6.NS.1	SWBAT divide whole numbers, mixed numbers, and
		10/12	Unit 2	8	6.NS.1	SWBAT divide fractions by whole numbers using a
	Week 7	10/15	Unit 2	10	6.NS.1	SWBAT divide fractions greater than one and mixed
		10/16	Unit 2	11	6.NS.1	SWBAT represent and solve complex word problems
		10/17	Unit 2			REVIEW DAY
		10/18	Unit 3			UNIT ASSESSMENT
		10/19	Unit 3	1&2	6.NS.6	SWBAT represent integers using a number line and
	Week 8	10/22	Unit 3	3	6.NS.7	SWBAT compare and order two or more integers
		10/23	Unit 3	4	6.NS.7	SWBAT compare and order two or more integers by
		10/24	Unit 3	5	6.NS.6	SWBAT identify and represent positive rational
		10/25	Unit 3	6	6.NS.6	SWBAT identify and represent rational numbers on
		10/26	Unit 3	7	6.NS.7	SWBAT compare and order two or more rational
	Week 9	10/29	Unit 3	8	6.NS.6c	SWBAT write, interpret, and explain statements of
		10/30	Unit 3	9	6.NS.6c	SWBAT identify and graph points representing
10/31		Unit 3	10	6.NS.8	SWBAT recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes	
11/1		Unit 3	11	6.NS.8	SWBAT find distances between points with the same x-coordinate or the same y-coordinate using the coordinates and applying understanding of absolute value	
11/2		Unit 3	12	6.G.3 6.NS.5 6.NS.8	SWBAT solve real-world and mathematical problems involving points, lines and polygons on the coordinate plane.	
	11/5	Unit 3	13		REVIEW	
	11/6					
	11/7	Unit 3	14		UNIT ASSESSMENT	

Week 10	11/8	Unit 4	1	6.RP.1	SWBAT define ratio and use ratio language to describe a ratio relationship between two quantities.
	11/9	Unit 4	2	6.RP.3	SWBAT represent and solve ratio problems using a tape diagram (students are given a part-to-part ratio and one quantity from a second, to be determined ratio)
Week 11	11/12	Unit 4	3	6.RP.3	SWBAT represent and solve ratio problems using a tape diagram (students are given a part-to-part ratio and a total or part and are asked to find parts or a total)
	11/13	Unit 4	4	6.RP.3	SWBAT represent and solve ratio problems using a tape diagram (students are given a part-to-part ratio and a total or part and are asked to find parts or a total)
	11/14	Unit 4	5	6.RP.3	SWBAT solve ratio problems involving comparisons using a tape diagram.
	11/15				PBL
Week 12	11/16				PBL
	11/19				PBL
	11/20				PBL
	11/21				Half Day (potentially no class)
	11/22				
Week 13	11/23				
	11/26	Unit 4	6	6.RP.3	SWBAT solve multi-step problems with two pairs of tape diagrams
	11/27	Unit 4	7		SWBAT write pairs of quantities in equivalent ratios that compare part to part and part to total by creating a table. SWBAT understand that a table can be used to show equivalent ratios when units are same or different.
	11/28	Unit 4	8	6.RP.3 6.RP.3	SWBAT use tables to compare ratios.
	11/29	Unit 4	9	6.RP.3	SWBAT explain why pairs of coordinates along a straight line passing through the origin represent equivalent ratios. SWBAT graph the pairs of values displayed in a ratio table. SWBAT identify and explain correspondences between a table and the corresponding graph and explain what the points on the graph represent given the problem's context.
	11/30	Unit 4	10&11	6.RP.2	SWBAT understand the concept of and determine the unit rate using tables and double number line diagram.
Week 14	12/3	Unit 4			REVIEW DAY
	12/4	Unit 4			UNIT ASSESSMENT
	12/5	Unit 5	1	6.RP.3a	SWBAT solve real-world problems of ratio reasoning using tables and double line diagrams.
	12/6				
	12/7	Unit 5	2&3	6.RP.3b	SWBAT solve unit rate problems by determining the unit rate and using a table, double number line, or other strategy to find a pair of quantities in an equivalent ratio SWBAT solve multi-step, real-world unit rate problems with rational numbers.
	12/10	Unit 5	4	6.RP.3d	SWBAT use ratio reasoning to real world and multi-step measurement conversions (within same or different systems).

T2	Week 15	12/11	Unit 5	5	6.RP.3c	SWBAT understand and express percents as rates where the whole is 100. SWBAT model percents with decimals, fractions, and the hundreds grid.
		12/12	Unit 5	6	6.RP.3c	SWBAT find a percent given the part and the whole by using ratio reasoning and a double number line
		12/13	Unit 5	7&8	6.RP.3c	SWBAT find percent of a number by drawing a double number line diagram (benchmark percents and multiples).
		12/14	Unit 5	9	6.RP.3c	SWBAT find the whole, given the part and the percent by using ratio reasoning and a double number line diagram.
	Week 16	12/17	Unit 5	10&11	6.RP.3c	SWBAT solve real-world problems by representing and finding a percent of a quantity when writing and solving an equation.
		12/18	Unit 5	12	6.RP.3c	SWBAT solve complex word problems involving percents.
		12/19	Unit 5			FLEX
		12/20	Unit 5			REVIEW
		12/21	Unit 5			UNIT ASSESSMENT
	Week 17	12/24				
		12/25				
		12/26				
		12/27				
		12/28				
	Week 18	12/31				
		1/1				
		1/2				
		1/3				
	Week 19	1/4				
		1/7				
		1/8	Unit 6	1	6.EE.1	SWBAT write and evaluate numerical expressions involving whole numbers with whole-number exponents following the Order of Operations.
		1/9				MAP
1/10					MAP	
Week 20	1/11	Unit 6	2	6.EE.1	SWBAT evaluate numerical expressions involving whole-number exponents and grouping symbols following the Order of Operations	
	1/14				ELA Mock Exam	
	1/15	Unit 6			ELA Mock Exam	
	1/16	Unit 6	3	6.EE.2a	SWBAT understand that letters represent one number in an expression and the expression can be evaluated when that number replaces the letter.	
	1/17	Unit 6	4	6.EE.2b	SWBAT describe the structure of an expression in terms of a context using mathematical terms.	
	1/18				Math Mock Exam	
	1/21					
					Math Mock Exam	

Week 21	1/23	Unit 6	5	6.EE.2a	SWBAT write expressions that record operations with numbers and variables SWBAT understand that parts of expressions represent single entities.
	1/24	Unit 6	6	6.EE.2c	SWBAT evaluate expressions at specific values of their variables using substitution in the conventional order (order of operations).
	1/25	Unit 6	7	6.EE.6	SWBAT write one-step expressions that represent real-world problems and justify the expression using the context of the problem.
Week 22	1/28	Unit 6	8	6.EE.6	SWBAT write multi-step expressions that represent real-world problems and justify the expression using the context of the problem.
	1/29	Unit 6	9	6.EE.6	SWBAT use variables to write and evaluate expressions when solving a real-world problem
	1/30	Unit 6	10	6.EE.4	SWBAT identify and explain when two expressions are equivalent regardless of which value is substituted in for the variable
	1/31	Unit 6	11	6.EE.3	SWBAT develop a definition of like terms. SWBAT combine like terms to generate equivalent expressions and determine equivalence of expressions.
	2/1	Unit 6	12	6.EE.3	SWBAT apply the distributive property to generate equivalent expressions and determine equivalence of expressions
Week 23	2/4	Unit 6	13	6.EE.3	SWBAT apply the distributive property to generate equivalent expressions and determine equivalence of expressions.
	2/5	Unit 6	14	6.EE.3	SWBAT apply the properties of operations to generate equivalent expressions and determine equivalence of expressions
	2/6	Unit 6	15		REVIEW DAY
	2/7	Unit 6	16		UNIT ASSESSMENT
	2/8	Unit 7	1 (previous AF L1&2)	6.EE.5	SWBAT understand the meaning of equality and inequality symbols, determine whether an equation or inequality is true based on the symbol used, and can use substitution to determine if the equation or inequality is true.
Week 24	2/11	Unit 7	2 (previous AF L3,4,&5)	6.EE.7	SWBAT solve one-step equations involving addition and subtraction using bar models to find the value of the variable that makes the equation true SWBAT check the solution using substitution.
	2/12	Unit 7	3 (previous AF L6&7)	6.EE.7	SWBAT write one-step equations that record operations with numbers and variables.
	2/13	Unit 7	4 (previous AF L8)	6.EE.7	SWBAT write and solve one-step equations that represent real-world and mathematical problems.
	2/14				<i>Flex Day (Kindness Day on the LES)</i>
	2/15				
Week 25	2/18				
	2/19				
	2/20				
	2/21				
	2/22				

	Week 26	2/25	Unit 7	5 (previous AF L9&10)	6.EE.9	SWBAT write two-step equations that record operations with numbers and variables.
		2/26	Unit 7	6 (previous AF L11)	6.EE.9	SWBAT write and solve one-step equations that represent real-world and mathematical problems.
		2/27	Unit 7	7 (previous AF L12)	6.EE.9	L9. SWBAT define and explain the relationship between two variables in a real-world problem. L10. Given a relationship between two variables, SWBAT write an equation to express the dependent variable in terms of the independent variable.
		2/28	Unit 7	8 (previous AF L13&14)	6.EE.8	SWBAT graph an equation in two variables.
		3/1	Unit 7			REVIEW DAY
	Week 27	3/4	Unit 7			UNIT ASSESSMENT
		3/5	Unit 8	1	6.G.1	SWBAT understand that rectangles with the same area can have different dimensions and perimeters.
		3/6	Unit 8	2	6.G.1	SWBAT derive, explain and apply the area formula for parallelograms (by moving a triangular section to form a rectangle)
		3/7	Unit 8	3	6.G.1	SWBAT derive and apply the area formula for a right triangle by viewing the right triangle as part of a rectangle composed of two right triangles.
		3/8				
	Week 28	3/11	Unit 8	4 (combined AF L4&5)	6.G.1	SWBAT understand how the area formula applies to acute and obtuse triangles and apply the formula to measure area of acute and obtuse triangles.
		3/12	Unit 8	5 (previous AF L6)	6.G.1	SWBAT derive, explain and apply the area formula for a trapezoid
		3/13	Unit 8	6 (previous AF L7)	6.G.1	SWBAT apply the area formulas for rectangles, squares, triangles, parallelograms and trapezoids in the context of solving real-world problems
		3/14	Unit 8	7 (previous AF L8)	6.G.1	SWBAT calculate the area of rectangles, squares, triangles, parallelograms and trapezoids on a coordinate grid SWBAT draw figures on a coordinate grid with a given area
		3/15	Unit 8	8 (previous AF L9)	6.G.3	SWBAT find the area of a compound shape on a coordinate grid by counting square units and by decomposing the figure into recognizable shapes
	Week 29	3/18	Unit 8	9 (Previous AF L10)	6.G.1	SWBAT find the area of a compound shape by decomposing the shape into rectangles, triangles, parallelograms and/or trapezoids.
		3/19	Unit 9			REVIEW DAY
		3/20	Unit 9			UNIT ASSESSMENT
		3/21				
		3/25	Unit 9	1	6.G.4	SWBAT represent three dimensional figures using nets made up of rectangles and triangles

T3

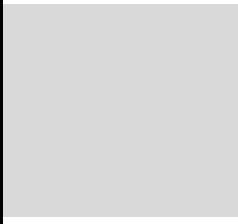
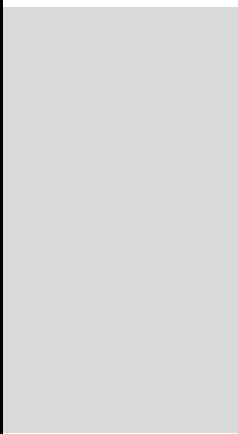
Week 30	3/26	Unit 9	2	6.G.2	SWBAT find the volume of rectangular prisms with fractional side lengths using the number of non-unit cubes that can fill the figure.
	3/27	Unit 9	3 (comb ne AF L3&4)	6.G.2	SWBAT measure the volume of rectangular prisms with fractional side lengths using the formulas $V = lwh$ and $V = Bh$. SWBAT apply the formulas $V = lwh$ and $V = bh$ to find the volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems
	3/28	Unit 9	4 (prev ous y AF L5 comb ne d wth L6)	6.G.4	SWBAT find the surface area of a rectangular prism using the shape's net
	3/29	Unit 9	5 (prev ous y AF L7)	6.G.4	SWBAT find the surface area of square, rectangular, and triangular pyramids using the shape's net
Week 31	4/1	Unit 9	6 (prev ous y AF L8)	6.G.2 6.G.4	SWBAT find the volume or surface area of 3-D figures and explain which concept was applied given the context of the problem.
	4/2				ELA State Test
	4/3	Unit 9			ELA State Test
	4/4	Unit 9			REVIEW DAY / FLEX DAY
	4/5	Unit 9			REVIEW DAY
Week 32	4/8				UNIT ASSESSMENT
	4/9				MSR
	4/10				MSR
	4/11				MSR
	4/12				MSR
Week 33	4/15				MSR
	4/16				MSR
	4/17				MSR
	4/18				MSR
Week 34	4/19				MSR
	4/22				MSR
	4/23				MSR
	4/24				MSR
	4/25				MSR
Week 35	4/26				MSR
	4/29				MSR
	4/30				MSR
	5/1				Math State Test
	5/2				Math State Test
Week 36	5/3				
	5/6	Unit 10	1	6.SP.1	SWBAT identify and formulate statistical questions; distinguish between numerical and categorical data.
	5/7	Unit 10	2	6.SP.2 6.SP.4	SWBAT describe the distribution of data in a dot plot in terms of center and variability. Secondary: SWBAT create dot plots.
	5/8	Unit 10	3	6.SP.3	SWBAT understand what the median measures and calculate the median of a data set.
	5/9				MAP
	5/10				MAP
	5/13				

Week 37	5/14				
	5/15				
	5/16				
	5/17				
Week 38	5/20	Unit 10	4	6.SP.3	SWBAT understand what the mean measures and calculate the mean of a data set.
	5/21	Unit 10	5	6.SP.3	SWBAT determine how changes to a data set affect measures of center.
	5/22	Unit 10	6	6.SP.3	SWBAT understand which measure of center, mean or median, most appropriately describes a given data set.
	5/23	Unit 10	7	6.SP.4	SWBAT interpret, analyze data in, and understand the utility of a frequency table and histogram
	5/24	Unit 10	8	6.SP.4	SWBAT record data in a frequency table and create and interpret a histogram. SWBAT understand the utility of a frequency table and histogram
Week 39	5/27				
	5/28	Unit 10	9	6.SP.4 6.SP.5	SWBAT interpret a box plot using the five-number summary. SWBAT define quartile and determine the first and third quartile for a set of data. SWBAT compare the distributions of two data sets modeled with box plots.
	5/29	Unit 10	10	6.SP.4	SWBAT create and interpret a box plot using the five-number summary.
	5/30	Unit 10	11	6.SP.5	SWBAT measure variability within a data distribution by calculating the range and interquartile range of a data set and describe what the range or IQR represent given the context of the data. SWBAT understand that a measure of variation describes how the values of a numerical data set vary with a single number.
	5/31	Unit 10	12	6.SP.5	SWBAT measure variability within a data distribution by calculating the mean absolute deviation (MAD) and describe what the MAD represents given the context of the data.
Week 40	6/3	Unit 10		6.SP.5	SWBAT describe distributions using Mean and MAD
	6/4	Unit 10		6.SP.5	SWBAT decide which measure of variability most accurately describes a given data set.
	6/5	Unit 10		6.SP.5a-b 6.SP.2	SWBAT summarize data based on its center, spread, and overall shape.
	6/6				
Week 41	6/7	Unit 10			REVIEW DAY
	6/10	Unit 10			UNIT ASSESSMENT
	6/11				EOY PROJECT
	6/12				EOY PROJECT
	6/13				EOY PROJECT
Week 42	6/14				EOY PROJECT
	6/17				EOY PROJECT
	6/18				EOY PROJECT
	6/19				EOY PROJECT
	6/20				EOY PROJECT
	6/21				EOY PROJECT
	6/24				
	6/25				

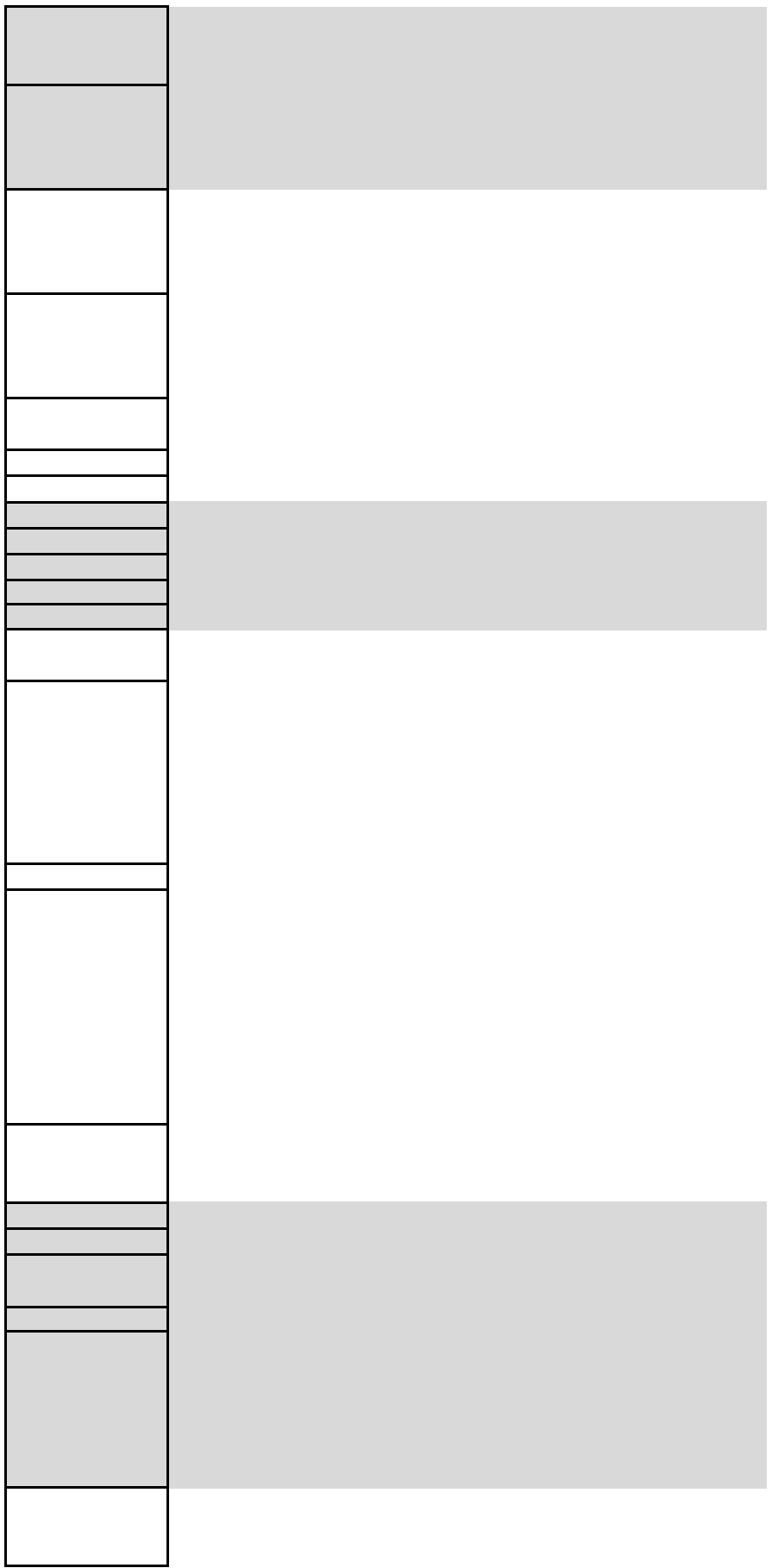
Week 43	6/26				
	6/27				
	6/28				

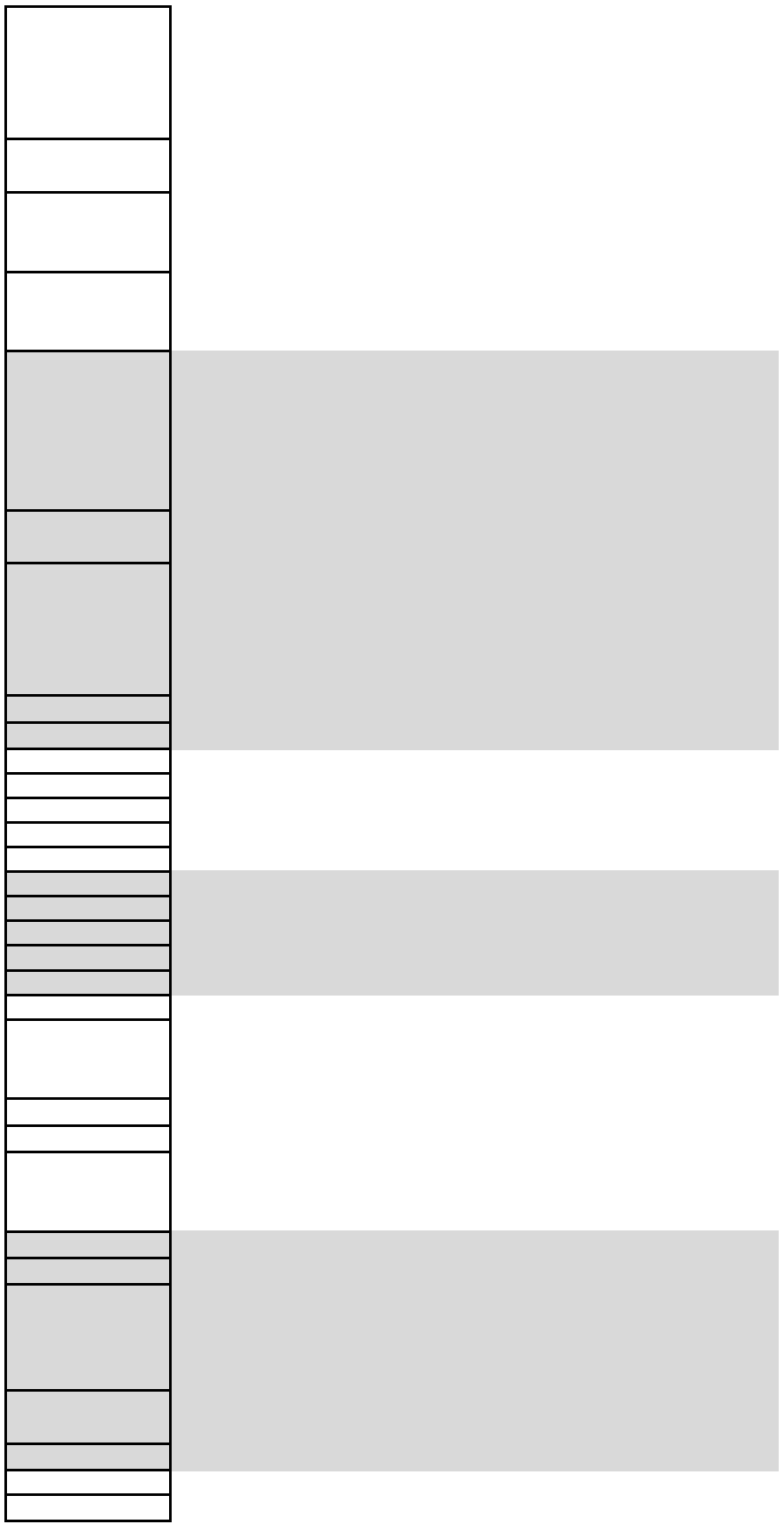
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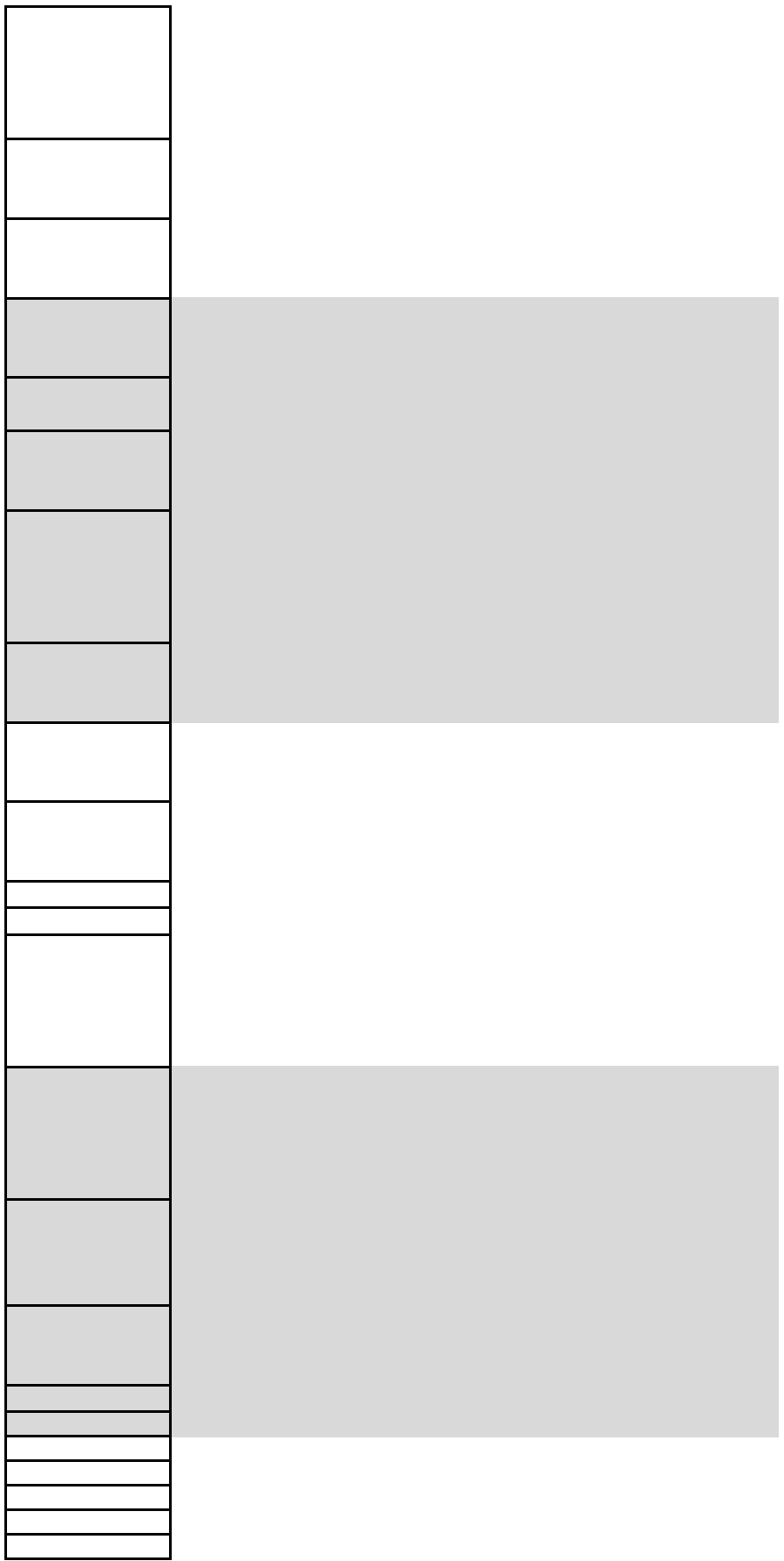
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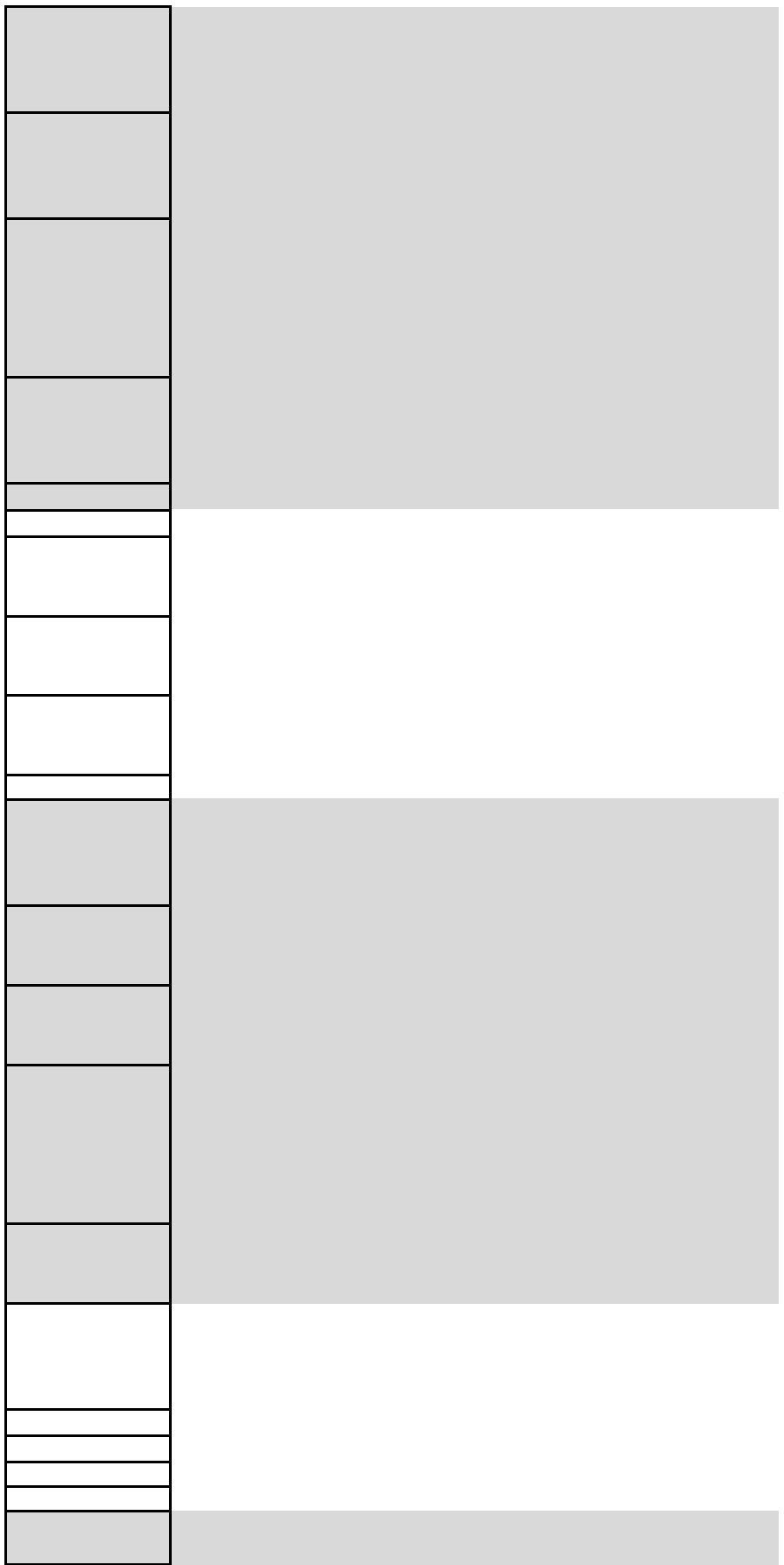


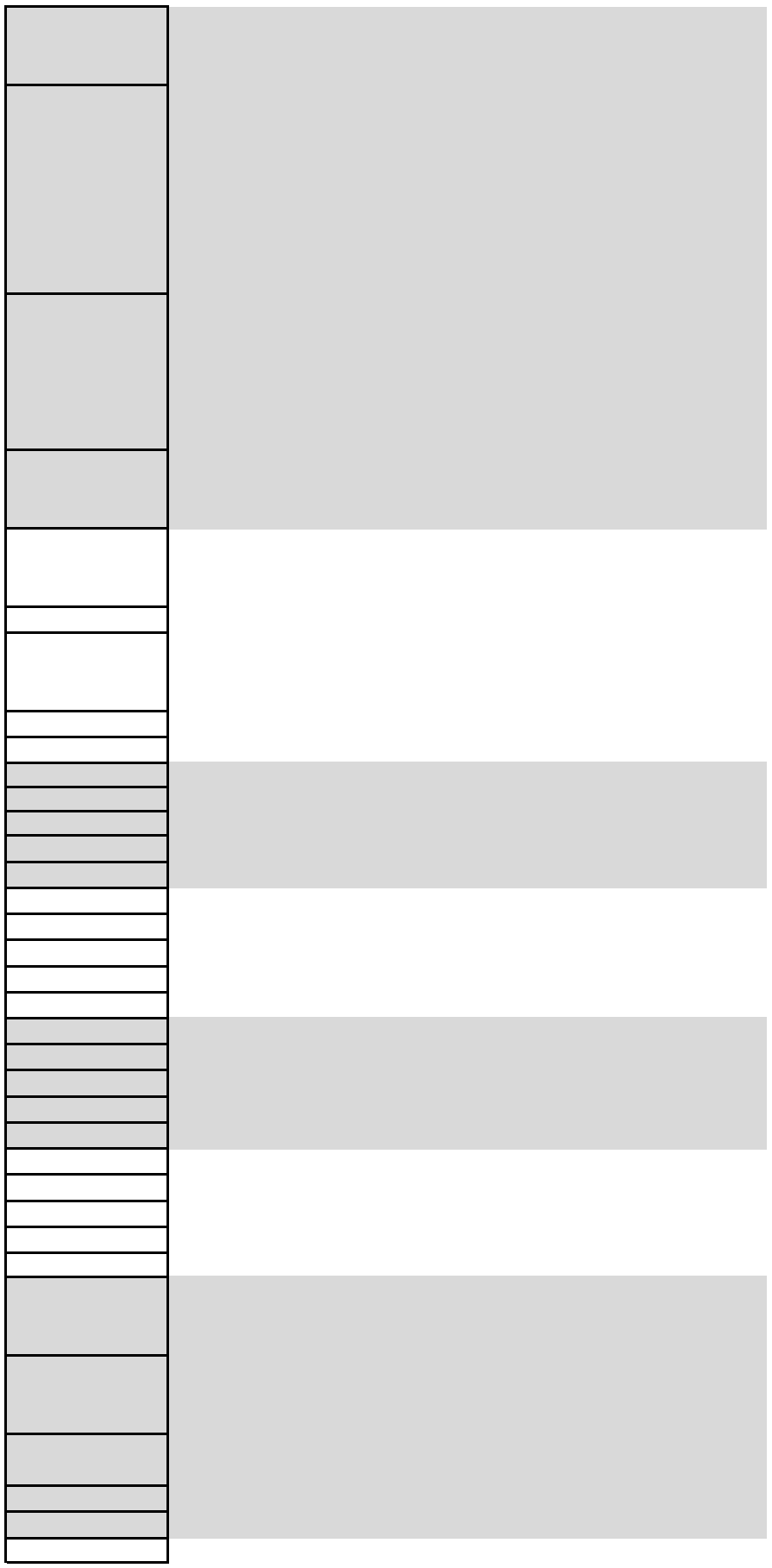
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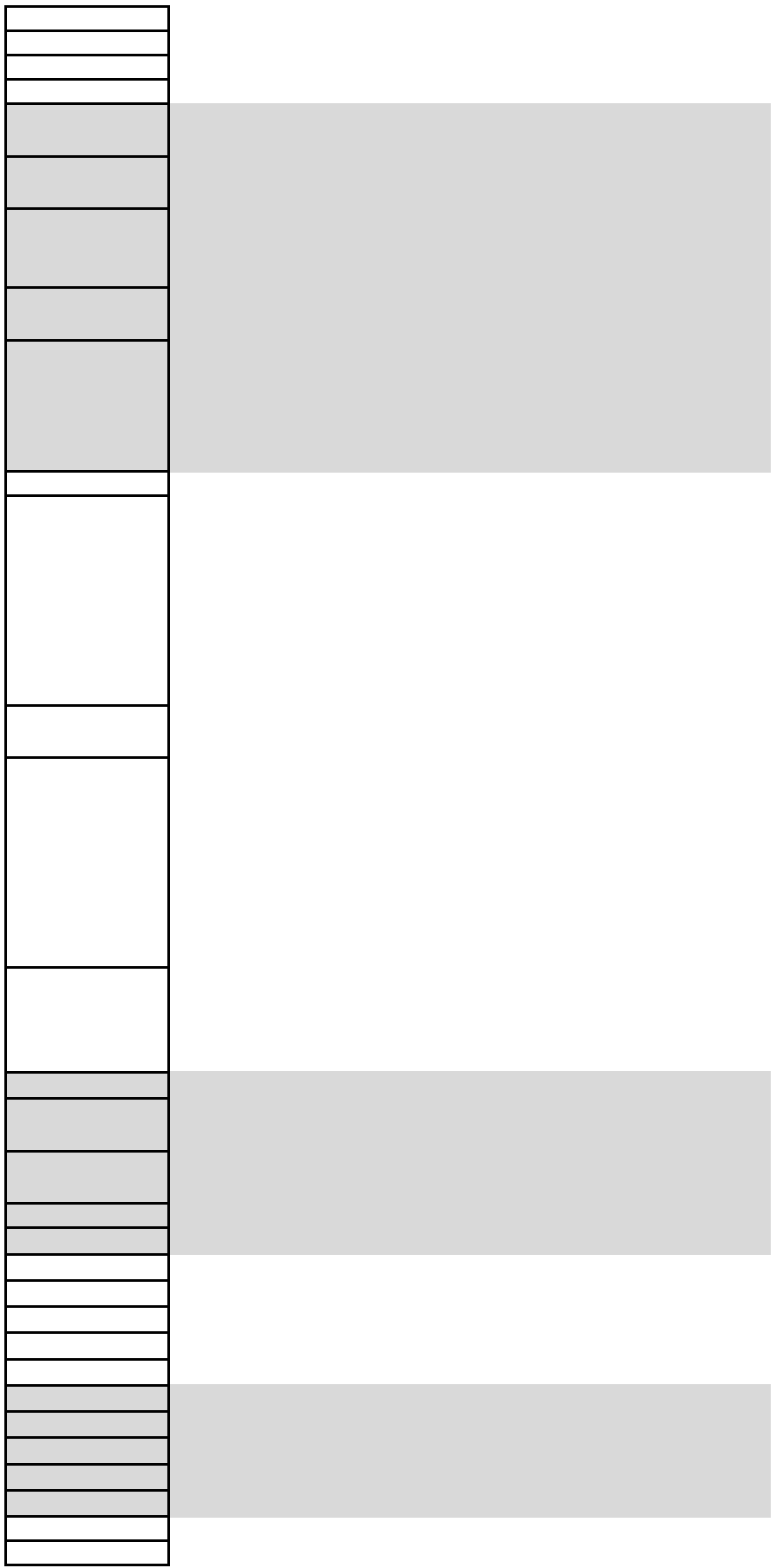












Trimester	Week #	Date	Unit	LP #	Standard	Objective (for 60 min block)	
	Week 1	9/3					
	Week 2	9/10	Unit 1	1	Number System 7 NS 1 7 NS 3	SWBAT represent and add integers (-10 to 10) using a horizontal and vertical number line	
				2		SWBAT represent and add integers (-100 to 100) using a horizontal and vertical number line	
				3		SWBAT derive explain and apply a generalized rule for adding integers(-100 to 100)	
				4		SWBAT calculate and interpret sums of integers in real-world multi-step problems	
				5		SWBAT represent and subtract integers (p-q) using a horizontal or vertical number line when p>0 and when q<0 SWBAT understand and explain why p-q=p+(-q) by creating a model on a number line	
				6		SWBAT show and explain that the distance between two integers on the number line is the absolute value of their difference and apply this principle in real world contexts	
	Week 3	9/17				MAP	
						MAP	
				7		SWBAT derive explain and apply a generalized rule for subtracting integers(-100 to 100)	
				8		SWBAT apply the properties of operations to add and subtract integers to solve multi-step mathematical and real-world problems	
	Week 4				9		SWBAT use a number line to add and subtract rational numbers
		9/24			10		SWBAT apply properties of operations to add and subtract rational numbers
				11		SWBAT apply properties of operations to add and subtract rational numbers to solve multi-step mathematical and real world problems	
				12		Given constraints for the values of p and q SWBAT determine whether or not a mathematical inequality is sometimes always or never true by applying the rules for addition and subtraction of rational numbers	
						Flex Day/Review Day	
						Unit 1 Assessment	
	Week 5	10/1		1	Number System 7 NS 2 7 NS 3	SWBAT model and explain how to multiply integers using a number line when p> 0 and q<0 or p<0 and q>0(opposite signed integers)	
				2		SWBAT model and explain how to multiply integers by applying the associative property and concept of negatives as opposites	
				3		SWBAT develop and apply the rules for multiplying two or more integers fluently	
				4		SWBAT model and solve multi-step real-world multiplication problems using expressions (represent the problems using number lines before creating an expression)	

Spiral Review Focus (for 30 min block)			Sense-Making Standard Focus	Sample Sense-Making Problem	
			SBO		
		Sense-Making	7 NS 1	U1:L1 ML# The temperature in New York City at 9AM is -2 degrees. By 11AM, temperature increased 10 degrees. By 8PM, the temperature had fallen 4 degrees from the temperature at 11AM. What is the temperature in New York City at 8PM?	
		Sense-Making	7 NS 1	U1:L1 ML#4 Leah had \$10 in her bank account at the start of the day. She bought a sandwich and a water which cost her \$5. She then bought a book at the bookstore. She checked her bank balance and it was now -\$4. Write an equation to represent the situation. How much did the book cost?	
	N/A	N/A			
		SBO			
		SBO			
	N/A	N/A			
		Sense-Making	7 NS 1	U1:L7 ML#8 A bat is flying at an elevation of 30 feet above sea level. It descends 45 feet into an underground cave looking for prey. The bat finds a tunnel and descends 15 feet further down into the cave. Write an expression to model the situation and evaluate the location of the bat below sea level.	
		SBO			
		SBO			
		SBO			
	N/A	N/A			
		Sense-Making	7 NS 3	U1:L11 ML#4 Mr. Smith had a bank account balance of -\$50.50 at the end of June. In July, his debt increased by \$15.50. He wants to save money and get his bank account to \$30.00 by the end of August. How much money will Mr. Smith have to save to achieve his goal?	
		Sense-Making			
		SBO		National Math Story-Telling Day Celebrated in Sense-Making Block this week.	
		SBO			
	N/A	N/A			
		OP-100 Spiral Review			

Modification to problem from original problem to suit Sense-Making	CR(2 & 3 Pt) - NYS Standards		Key	
	7 G A 1			No staff or students
	7 NS A 3			No students
	7 EE 3 4a 4b			End of trimester
	7 RP 2 2b 3			Testing
	7 SP 6		N/A	No 30 minute block on Wednesdays
Modified numbers and				
Modified numbers and context				
				Lessons not used
			Unit 1	N/A
			Unit 2	#11
			Unit 3	#6
			Unit 4	#2 #8 #20
			Unit 5	N/A
Modified numbers and context			Unit 6	Could eliminate #2
			Unit 7	N/A
			Unit 8	#4
			Unit 9	N/A
Modified numbers and context				

T1	Week 6	10/8	Unit 2	5		SWBAT model and explain how to divide integers (p/q) when $p < 0$ or $p > 0$ and $q > 0$ using a number line (think about division as repeated subtraction)		
				6		SWBAT understand and explain rules for dividing integers in the context of multiplication of integers by rewriting a division problem as a multiplication problem and solving		
				7		SWBAT model understand and solve division problems with integers by multiplying the dividend by the reciprocal (multiplicative inverse) of the divisor SWBAT explain that $-p/q = (-p)/q = p/(-q)$ using their understanding of the relationship between division and multiplication		
				8		Given a rational number in fraction form SWBAT convert the number to a repeating or terminating decimal using division place value and equivalent fractions SWBAT define and distinguish between a repeating and terminating decimal		
				9		SWBAT apply the rules for multiplying and dividing integers to rational numbers		
		Week 7		10/15		10		SWBAT apply properties of operations to multiply and divide rational numbers to solve multi-step (2-3 steps) mathematical and real world problems- all operations
						12		Given constraints for the values of p and q SWBAT determine whether or not a mathematical statement is sometimes always or never true by applying the rules for multiplication and division of rational numbers
								Flex Day/ Review Day
								Unit 2 Assessment
	Week 8	10/22	Unit 3	1	Expressions 7 EE 1 7 EE 2 7 EE 3	SWBAT combine like terms with integer coefficients (for every problem they expand the expression and simplify by combining like terms)		
				2		SWBAT generate equivalent expressions using an area model to apply the distributive property (positive multipliers includes factoring and expanding expressions)		
				3		SWBAT generate equivalent expressions using an area model to apply the distributive property (negative multipliers includes factoring and expanding expressions)		
				4		SWBAT simplify expressions with rational numbers by combining like terms and applying the distributive property		
				5		SWBAT represent and solve real-world multi-step problems with all operations with rational numbers by writing and evaluating a numerical expressions		
							Flex Day/ Review Day	
	Week 9	10/29				Unit 3 Assessment		
				1	7 EE 3 7 EE 4 7 G 4	SWBAT solve two-step equations using a balance model		
				3	7 EE 4	SWBAT solve two step equations with whole numbers using the concept of balance and number properties		
				4	7 EE 4	SWBAT solve two-step equations with integers by applying number properties (identity and inverse) and explain how and why they applied properties SWBAT check their solution after solving an equation		
				5	7 EE 4	SWBAT solve two-step equations with rational numbers by applying number properties (identity and inverse) and explain how and why they applied properties SWBAT check their solution after solving an equation		
		11/5		6	7 EE 4	SWBAT solve complex equations by combining like terms before solving for the variable SWBAT check their solution after solving an equation		

	Yellow	SBO			
	Blue		Blue	Blue	
Grey	Yellow	SBO			Grey
	N/A	N/A			Grey
	Yellow	SBO		Grey	Grey
	Yellow	SBO	Grey	Grey	Grey
White	Yellow	SBO			White
	Yellow	SBO			White
	N/A	N/A			White
	Yellow	SBO			White
	Yellow	SBO			White
Grey	Yellow	SBO	Grey	Grey	Grey
	Yellow	SBO	Grey	Grey	Grey
	Yellow	SBO	Grey	Grey	Grey
	Yellow	SBO	Grey	Grey	Grey
	Yellow	SBO	Grey	Grey	Grey
White	Yellow	SBO			White
	N/A	N/A			White
	Yellow	SBO			White
	Yellow	SBO			White
Grey	Yellow	SBO	Grey	Grey	Grey

	Week 10		Unit 4	7	7 EE 4	SWBAT solve complex equations in the form of $p(x + q) = r$ by dividing both sides of the equation by p or applying the distributive property and explain why both strategies work SWBAT check their solution after solving an equation
				9	7 EE 4	SWBAT represent and solve multi-step geometric problems using a complex equation SWBAT check their solution after solving an equation
				10	7 EE 4	SWBAT represent and solve real world problems using a complex equation SWBAT check their solution after solving an equation
	Week 11	11/12		11	7 EE 4	SWBAT test the concept of using balancing moves with inequalities and determine that when multiplying or dividing by a negative number you must reverse the inequality to maintain a true statement
				12	7 EE 4	SWBAT solve a two-step inequality (with a positive or negative coefficient) graph the solution and explain the meaning of the solution set SWBAT use substitution to verify the solution
				13	7 EE 4	SWBAT solve a multi-step inequality with rational numbers represent the solution on a number line and verify the solution by substituting a value that satisfies the solution into the original inequality
				14	7 EE 4	SWBAT solve one -step real world problems using an inequality in the form of $x + q > r$ solve the inequality and represent the solution set on a number line SWBAT use substitution to verify the solution
				15	7 EE 4	SWBAT solve two -step real world problems using an inequality in the form of $px + q > r$ solve the inequality and represent the solution set on a number line SWBAT use substitution to verify the solution
	Week 12	11/19				PBL
						PBL
						Half Day (potentially no class)
	Week 13	11/26		16	7 G 4	SWBAT define circles and identify the parts of a circle SWBAT explain and represent the relationship between the diameter and radius of a circle using an equation SWBAT discover the relationship between the diameter and circumference of a circle and understand and explain the meaning of pi
				17	7 G 4	SWBAT derive the formula for the circumference of a circle and solve real world and mathematical problems by applying the formula for the circumference of a circle
				18	7 G 4	SWBAT discover the formula for the area of a circle by rearranging a circle into a curvy parallelogram and using the circumference and radius of the circle
				19	7 G 4	SWBAT solve real world and mathematical problems involving circles by applying the area of a circle formula
				Unit 4 Assessment		
Week 14		12/3	1	7 RP 1	SWBAT compute unit rates associated with quantities in different units	
			2	7 RP 2b	SWBAT understand that a special unit rate called the Constant of Proportionality exists and when the relationship is proportional	
		3	7 RP 2a 7 RP 2b	SWBAT determine whether or not a relationship is proportional from a table by testing for a constant of proportionality		

	N/A	N/A			
	N/A	N/A			
	N/A	N/A			
		Sense-Making	7 NS 3	A painter needs to work 300 hours or a contract. He has the different paint jobs listed below: 5 apartments that are each 900 minutes in length, 10 apartments that are each 660 minutes in length, 1 lobby that is 72 hours in length. How many hours of painting does the painter need in order to have enough work or the contract?	
		Sense-Making	7 NS 3	Fresh Supermarket sells vegetables prices as follows, Broccoli: \$ 1.25/lb, Cucumber: \$0.75/lb, Brussell Sprouts: \$ 1.35/lb, and Peas: \$0.85/lb. How much more does 1 1/4 lb of Brussell Sprouts cost than 1 1/4 lb of Broccoli?	
	N/A	N/A			
Review in 30 minute block		SBO			
		SBO			
	N/A	N/A			

	Week 15		Unit 5	4	7 RP 2b 7 RP 2c	SWBAT complete and extend tables by determining and applying a constant of proportionality
		12/10		5	7 RP 2a 7 RP 2b	SWBAT graph a proportional and non-proportional relationship from tables and describe that the graph of a proportional relationship will always be both linear and go through the origin
				6	7 RP 2a 7 RP 2b	SWBAT determine whether or not a graphed relationship is proportional by creating a table of values and testing for a constant of proportionality
				7	7 RP 2b 7 RP 2c	SWBAT write equations from tables and graphs using the constant of proportionality
				8	7 RP 2b 7 RP 2c	SWBAT write equations from real world contexts using the CofP(determined from tables and graphs)
	Week 16	12/17		9	7 RP 2d	SWBAT identify and interpret any point on a graph of a proportional relationship given a real world context(special attention paid to (1 r) where r is the unit rate)
				10	7 RP 1	SWBAT compute unit rates with ratios of fractions
				11	7 RP 3	SWBAT solve multi-step ratio problems involving part-to-part ratios and part-to-total ratios
				12	7 RP 3	SWBAT solve multi-step ratio problems including fractional markups and markdowns y representing the problems with tape diagrams and equations
				13	7 G 1 7 RP 2	SWBAT understand a special kind of proportional relationship in scale drawings as either a reduction or the enlargement of a two dimensional picture SWBAT determine the CoP that relates scale drawings and describe the CoP as the scale factor
	Week 17			14	7 G 1 7 RP 2	Given the scale factor SWBAT determine the unknown length in a drawing or map by using an equation in the form of $y=cx$ or a proportion SWBAT determine the scale factor given actual and scaled measurements by using an equation in the form of $y=cx$ or a proportion(rulers required)
		12/24				
	Week 18	12/31				
	Week 19	1/7				Flex Day- Review Day
						MAP
						MAP
	Week 20	1/14		15	7 G 1	SWBAT explore understand and explain the effect of scaling on the area of a figure ELA Mock Exam
				16	7 G 1	SWBAT solve problems involving area of scale drawings of figures by finding areas or scale factors Unit 5 Assessment
				1	7 RP 3	SWBAT understand that a percent is a number out 100 and convert between percents fractions and decimals (including percents less than 1% or greater than 100%) Math Mock Exam
						Math Mock Exam
		1/21		2	7 RP 3	SWBAT use a double number line to set up a proportion and solve using an algebraic approach

T2	Week 21		Unit 6	3	7 RP 3 7 EE 2	SWBAT develop the formula $\text{part} = \frac{p}{100} \times \text{total}$ using a double number line diagram and applying the formula to find the percent of a number
				4	7 RP 3 7 EE 2	SWBAT use a double number line diagram to understand the problem and set up the formula $\text{part} = \frac{p}{100} \times \text{total}$ to find unknown parts percentages and totals
				5	7 RP 3 7 EE 2 7 EE 3	SWBAT solve percent problems involving percent increase and decrease using double number lines and the formula
	Week 22	1/28		6	7 RP 3 7 EE 2 7 EE 3	SWBAT solve percent increase and decrease problems to determine the change or the quantity after the change
				7	7 RP 3 7 EE 2 7 EE 3	SWBAT solve percent problems involving percent increase and decrease using double number lines and the formula
				8	7 RP 3 7 EE 2 7 EE 3	SWBAT solve percent increase and decrease problems to determine the original total given the percent change and the new amount using a double number line diagram and the formula
				9	7 RP 3 7 EE 2 7 EE 3	SWBAT solve markup and markdown problems using double number lines and equations
				10	7 RP 3 7 EE 2 7 EE 3	SWBAT solve tax tip commission and fee problems using double number lines and equations
				11	7 RP 3 7 EE 3	SWBAT solve percent error problems using the formula $\frac{\text{approximate} - \text{exact}}{\text{exact}} \times 100$
	Week 23	2/4		12	7 RP 3 7 EE 2 7 EE 3	SWBAT solve simple interest problems using the formula =prt
				13	7 RP 3 7 EE 2 7 EE 3	SWBAT solve 3-4 step percent problem
				14	7 G 1 7 EE 2	SWBAT make a scale drawing of a picture or geometric figure using a scale factor written as a percent and recognize that the enlarged or reduced lengths in a scale drawing are proportional to the corresponding lengths in the original picture SWBAT understand the scale factor as the constant of proportionality
				15	7 G 1 7 EE 2	SWBAT determine a scale factor as a percent given an original drawing and a scale drawing
				16	7 G 1 7 EE 2	SWBAT solve area problems related to scale drawings (involving %)
	Week 24	2/11				Flex day- Review Day
					Unit 6 Assessment	
			1		SWBAT estimate probabilities by collecting data on an outcome of a chance experiment SWBAT understand and explain that probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring and that larger numbers indicate greater likelihood	
	Week 25	2/18				
		2/25	2		SWBAT distinguish between chance experiments with equally likely outcomes (uniform) and chance experiments for which the outcomes are not equally likely (non-uniform)	
			3		SWBAT define theoretical probability and calculate the theoretical probability for experiments that have equally likely outcomes (uniform)	

	Yellow	Green			
	Yellow	Green			
	Yellow	Green			
Grey	Yellow	Green	Grey	Grey	Grey
	Yellow	Green	Grey	Grey	Grey
	N/A	N/A	Grey	Grey	Grey
	Yellow	Green	Grey	Grey	Grey
	Yellow	Green	Grey	Grey	Grey
White	Yellow	Green			
	Yellow	Green			
	N/A	N/A			
	Yellow	Green			
	Yellow	Green			
Grey	Yellow	Green	Grey	Grey	Grey
	Yellow	Green	Grey	Grey	Grey
	N/A	N/A	Grey	Grey	Grey
	Yellow	Green	Grey	Grey	Grey
Blue	Blue	Blue			
Blue	Blue	Blue			
Blue	Blue	Blue			
Blue	Blue	Blue			
Grey	Yellow	Green	Grey	Grey	Grey
	Yellow	Green	Grey	Grey	Grey

	Week 26		Unit 7	4		SWBAT differentiate between and calculate theoretical probability for chance experiments with equally likely outcomes(uniform) and chance experiments for which the outcomes are not equally likely (non-uniform)
				5		SWBAT understand and explain that the observed relative frequency will come to closely mirror theoretical probability with more trials conducted
				6		SWBAT develop uniform and non-uniform probability models and use proportional reasoning to predict the approximate relative frequency of outcomes(based on theoretical probability)
	Week 27	3/4		7		SWBAT use the observed relative frequency in a probability experiment to predict the sample space of the experiment
				8		SWBAT develop uniform and nonuniform probability models and use proportional reasoning to predict the approximate relative frequency of outcomes(based on observed frequency)
				9		SWBAT represent the sample space of an independent compound event by drawing a tree diagram and making an organized list SWBAT derive explain and apply the fundamental counting principle
				10		SWBAT determine the probability of an independent compound event by drawing a tree diagram and using the product rule
				11		SWBAT represent the sample space of a dependent compound event by drawing a tree diagram and making an organized list
	Week 28	3/11		12		SWBAT determine the probability of a dependent compound event using the product rule
				13		SWBAT distinguish between and solve problems involving independent and dependent probability and explain which probability type they applied
				14		SWBAT understand and use simulations as a method for estimating probabilities for a real situation that is sufficiently complex that the theoretical probabilities are not obvious
		15		SWBAT design a simulation to collect data and estimate probabilities for a real situation that is sufficiently complex that the theoretical probabilities are not obvious		
				Unit 7 Assessment		
Week 29	3/18	1		SWBAT explain the value and purpose of statistics and random sampling SWBAT determine whether or not a sample is valid		
		2		SWBAT design and assess the quality of a plan to collect data Ss go through process or review the process of ask a statistical question design and use a plan to collect relevant data through random sampling analyze data and interpret results and draw valid conclusions		
		3		SWBAT make a prediction about an entire population based on data from a sample		
Week 30	3/25	Lesson you create		SWBAT understand and calculate measures of center (mean and median) and variability (range QR and MAD)		
		5		SWBAT informally assess the degree of visual overlap and compare two data distributions with similar variabilities by interpreting the centers and spreads of each distribution		
		6		SWBAT draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples		
				Unit 8		

Grey	N/A	N/A			
	Yellow	Green			
	Yellow	Green			
White	Yellow	Green			
	Yellow	Green			
	N/A	N/A			
	Yellow	Green			
	Yellow	Yellow			
	Yellow	Green			
Review in 30 minute block	Yellow	Green	Grey	Grey	Grey
	Yellow	Green	Grey	Grey	Grey
	N/A	N/A	Grey	Grey	Grey
	Yellow	Green	Grey	Grey	Grey
Grey	Yellow	Green	Grey	Grey	Grey
White	Yellow	Green			
	Yellow	Green			
	N/A	N/A			
Blue	Blue	Blue			
Grey	Yellow	Green	Grey	Grey	Grey
	Yellow	Green	Grey	Grey	Grey
	N/A	N/A	Grey	Grey	Grey

T3				7	SWBAT draw informal comparative inferences about two populations by taking multiple samples of the same size to see how much the measures of center and measures of variability vary
				8	SWBAT compare two data distributions with similar variabilities and describe the difference between the data sets in terms of the difference of the means expressed as a multiple of a measure of variability
	Week 31	4/1		9	SWBAT use the MAD to assess whether the difference between two numerical data sets is statistically significant
					ELA State Test
					ELA State Test
					Flex Day/ Review
					Flex Day/ Review
	Week 32	4/8			Unit 8 Assessment
					MSR
					MSR
					MSR
					MSR
	Week 33	4/15			MSR
					MSR
					MSR
					MSR
					MSR
	Week 34	4/22			MSR
					MSR
					MSR
					MSR
					MSR
	Week 35	4/29			MSR
					MSR
					Math State Test
					Math State Test
				1	SWBAT solve real world area problems involving composite figures
	Week 36			2	SWBAT determine the area of composite figures and of missing regions using composition and decomposition of polygons
		5/6		3	SWBAT derive the formula for surface area of a rectangular prism and use it to determine the surface area of a rectangular prism to solve mathematical and real world problems
				4	SWBAT derive the formula for surface area of a triangular prism and use it to determine the surface area of a right triangular prism to solve mathematical and real-world problems
				5	SWBAT determine the surface area of three-dimensional figures including both composite figures and those missing sections
					MAP
	Week 37				MAP
		5/13			
Week 38	5/20	Unit 9	6	SWBAT describe rectangular regions that result from slicing a right rectangular prism by a plane perpendicular to one of the faces	
			7	SWBAT describe polygonal regions that result from slicing a right rectangular pyramid by a plane perpendicular to the base and by another plane parallel to the base	
			8	SWBAT describe polygonal regions that result from slicing a right rectangular prism or pyramid by a plane that is not necessarily parallel or perpendicular to a base	

Week 38			9		SWBAT determine the volume of a right prism to solve real world and mathematical problems by multiplying the base area by the height SWBAT explain why one can determine the volume of any right prism using $B \times h$
			10		SWBAT compute volumes of three-dimensional objects composed of right prisms by using the fact that volume is additive
Week 39	5/27				
			11		SWBAT solve problems involving area volume and surface area of two- and three-dimensional objects composed of triangles quadrilaterals polygons cubes and right prisms
					Flex Day/ Review Unit 9 Assessment
Week 40	6/3				
Week 41	6/10				
Week 42	6/17				
Week 43	6/24				

Trimester	Week #	Date	Unit	LP #	Standard
		9/3			
	Week 1				
		9/10	Unit 1	4	8.G.3
			Unit 1	5	8.G.3
			Unit 1	6	8.G.1
			Unit 1	7	8.G.3
	Week 2		Unit 1	8	8.G.3
		9/17			
				9	8.G.1
				10	8.G.3
	Week 3			11	8.G.3
		9/24		12	8.G.3
				13	8.G.2 & 3
				14	8.G.2 & 3
			Un t 1	15&16	8.G.1, 2 & 3
	Week 4		Un t 1		
		10/1	Un t 1		
			Un t 1		
			Un t 2	1&2	8.EE.7b
			Un t 2	4	8.G.5
	Week 5		Un t 2	5	8.G.5
		10/8			
			Un t 2	6	8.G.5
			Un t 2	7	8.G.5
			Un t 2	8	8.G.5
	Week 6		Un t 2	9	8.G.5
		10/15	Un t 2	10	8.G.5
			Un t 2		
			Un t 2		
			Un t 2		
	Week 7		Un t 3	1	8.G.3
		10/22	Unit 3	2	8.G.3
			Unit 3	3	8.G.3
			Unit 3	4	8.G.4
			Unit 3	5	8.G.5
	Week 8		Unit 3	6	8.G.5
		10/29	Unit 3	7	8.G.5
			Unit 3	8	8.G.2
			Unit 3		
			Unit 3		
				1	8.F.1 8.F.2
	Week 9		Unit 4		
			Unit 4	2	8.F.1
		11/5			
		11/6			

T1	Week 10		Unit 4	3	8.F.4
			Unit 3	4	8.F.4
			Unit 4	5&6	8.F.3
	Week 11	11/12	Unit 4	7	8.F.3
			Unit 4	8	8.F.2
			Unit 4	10	8.F.2 8.F.4
			Unit 4	11	8.F.4
			Unit 4	12	8.F.4
		11/19	PBL		
	Week 12		PBL		
			Half Day (potentially no)		
	Week 13		Unit 4	13	8.F.5
		11/26	Unit 4	14	8.F.5
			Unit 4	15	8.F.5
			Unit 4		
			Unit 4		
		12/3	Unit 4		
			Unit 5	1&2	8.EE.7a

		Unit 5	3	8.EE.7a
Week 14		Unit 5	4	8.EE.7a
	12/10	Unit 5	5	8.EE.7a
		Unit 5	6	
				8.EE.6
		Unit 5	7	
				8.EE.5
		Unit 5	8	
				8.EE.6
Week 15		Unit 5	10	8.EE.6
	12/17	Unit 5	11	
				8.EE.5
		Unit 5	12	8.EE.6 8.F.4
		Unit 5	13	8.EE.6 8.F.4
		Unit 5	14&15	8.EE.6 8.F.4
Week 16		Unit 5	16	8.EE.6 8.F.4
	12/24			
Week 17				
	12/31			
Week 18				
	1/7			
Week 19		Unit 5	17	8.EE.6 8.F.4
	1/14			
		Unit 5	18	8.EE.6 8.F.4
		Unit 5	19	8.EE.6 8.F.4
		Unit 5		
Week 20				
	1/21			
		Unit 5		
		Unit 5		

		Unt 6	1	8.SP.1
Week 21		Unt 6	2	8.SP.1
	1/28	Unt 6	3 & 4	8.SP.2 8.SP.3
		Unt 6	6	8.SP.3
		Unt 6	7	
		Unt 6	8	
	Week 22		9	
	2/4	Unt 6	10	
		Unt 7	1	8.EE.8c
		Unt 7	2	8.EE.8a
		Unt 7	3&4	8.EE.8c
		Unt 7	5	8.EE.8b
	Week 23	Unt 7	7	8.EE.8b
	2/11	Unt 7	6&8	8.EE.8b
	Unt 7	9	8.EE.8	
	Unt 7	10	8.EE.8	
Week 24		Unt 7		
	2/18			
Week 25				
	2/25	Unt 7	11	8.EE.8

T2	Week 26		Unt 7	12	8.EE.8
			Unt 7	13	8.EE.8c
			Unt 7	14&15	8.EE.8c
			Unt 7		
	Week 27	3/4	Unt 7		
			Unt 8	1	8.EE.1
			Unt 8	2&3	8.EE.1
			Unt 8	4&5	8.EE.1
			Unt 8	6	8.EE.1
			Unt 8		
	Week 28	3/11	Unt 8	Extra	8.EE.1
			Unt 8	7	8.EE.3
			Unt 8	8	8.EE.3
			Unt 8	9	8.EE.3
		Unt 8	10	8.EE.4	
		Unt 8	11	8.EE.4	
3/18		Unt 8			
		Unt 8			
		Unt 8	12	8.EE.3	
		Unt 8			
Week 29					
Week 30	3/25	Unt 8	13	8.EE.4	
		Unt 8	14	8.EE.3	
		Unt 8			
		Unt 8			
		Unt 8	2	8.G.9	
		Unt 9			

			3&4	8.G.9
	4/1	Unt 9		
		Unt 9		
			5	8.G.9
		Unt 9		
			6	8.G.9
		Unt 9		
			7	8.G.9
		Unt 9		
Week 31		Unt 9		
Week 32	4/8			
Week 33	4/15			
Week 34	4/22			
Week 35	4/29			
Week 36	5/6	Unit 10	1	
			2	
		Unit 10		
		Unit 10	3	
Week 37	5/13			
Week 38	5/20			
Week 39	5/27			
Week 40	6/3			
	6/10			

T3					
	Week 41				
		6/17			
	Week 42				
		6/24			
	Week 43				

Objective	Spiral Review Focus	S&S Notes	Sense-Making Standard Focus	Sample Sense
SWBAT translate points, lines, angles, parallel lines, and figures		LP 1 3 sk pped = 2		
describe a translation that occurred given the starting point and the coordinate grid using transparencies SWBAT explain the			8.G.3	A group of 36 students go t
the coordinate grid over x and y axes and explain how the			N/A	
coordinate grid.			8.G.3	A group of 36 students go t
MAP				
MAP				
SWBAT explain that rotations preserve lengths of segments,			N/A	
SWBAT rotate a figure 90 and 270 degrees clockwise or				
SWBAT rotate a figure 180 degrees clockwise or			8.G.3	Carrefour s a Fren
counterclockwise about a given point on the figure.				
SWBAT perform a series of translations and know that the same				
SWBAT perform multi-step transformations (translations and			N/A	
SWBAT perform multi-step transformations.				National Math Story-Telling
Flex Day (most likely extra day in Rotations)				
Review Day			Sense Mak ng	
Unit 1 Assessment			SBO	
SWBAT solve linear equations in one variable with integer		Sk pped opt ona	N/A	
relationships formed when parallel lines are cut by a transversal		Sk pped LP3 not	Sense Mak ng	
SWBAT construct arguments to explain angle relationships that			SBO	
Indigenous Peoples' Day				
SWBAT determine a missing angle measure in a transversal			SBO	
SWBAT solve multi-step problems involving missing angle			N/A	
SWBAT establish and explain facts about the angle sum of			Sense Mak ng	
SWBAT establish and explain why the exterior angle measure of			SBO	
SWBAT explain why the sum of the interior angles in a triangle is			Sense Mak ng	
Flex Day			SBO	
Review			N/A	
Unit 2 Assessment			Sense Mak ng	
SWBAT understand that a dilation is a rule that moves points in			SBO	
SWBAT understand and describe the effect of a dilation on a			Sense Mak ng	
figures using coordinates.			SBO	
SWBAT define similarity as mapping one figure onto another as			N/A	
SWBAT determine and prove that two polygons are similar if			Sense Mak ng	
Using properties of transformations, SWBAT prove that angles			SBO	
SWBAT prove and explain that two triangles are similar based			Sense Mak ng	
SWBAT prove that two figures are similar or congruent by			SBO	
Review			N/A	
Unit 3 Assessment			Sense Mak ng	
SWBAT represent a mathematical relationship numerically in a			SBO	
table and graphically when given a different representation				
and explain how the different representations model the same				
relationship.				
SWBAT determine and understand the definition of a function by			SBO	
analyzing the similarities and differences in the relationships				
between the dependent and independent variables in				
equations, tables, and graphs.				
SWBAT determine if a relationship represented as a verbal				
description, table, mapping diagram, graph or ordered pairs is				
a function by applying the definition.				
Network Day				

Given a table of values, a verbal description or a visual pattern, SWBAT determine and interpret the rate of change using a ratio of change in dependent variable to change in the independent variable.			N/A	
Given a graph or set of coordinate pairs, SWBAT determine and interpret the rate of change using a ratio of change in dependent variable to change in the independent variable.			Sense Mak ng	
SWBAT determine if a function represented as an algebraic equation, graph, or table is linear by examining the shape of its graph. SWBAT determine if a function represented as an algebraic equation, graph, or table is linear by comparing the rates of change between each pair of dependent and independent variables in a table.		Merged Un t 4 LP 5&6 = 1 day	SBO	
SWBAT determine whether a given equation is linear (using graphs and tables) and draw conclusions about ways to identify when an equation is non-linear.			Sense Mak ng	
SWBAT compare the rates of change of two functions in different representations			SBO	
SWBAT determine and interpret the initial value of a linear function given multiple representations.		Un t 4 LP 9 sk pped th s s add tona pract ce that can be done as HW, or durng Rev ew b ock = 1 day	N/A	
SWBAT construct a function to make predictions about a situation using the rate of change.			Sense Mak ng	
SWBAT construct a function to make predictions about a situation using the initial value and rate of change.			SBO	
PBL			Sense Mak ng/PBL	
PBL			SBO	
class)			N/A	
Thanksg v ng				
Thanksg v ng				
SWBAT sketch a graph, given a description of a situation. Sub Aims: - SWBAT determine the rate of change on any interval. - SWBAT describe the function as increasing, decreasing or constant at any interval. - SWBAT create an appropriate scale for the independent and dependent variables given the context of a situation.				
SWBAT sketch a graph, given a description of a situation. Sub Aims: - SWBAT determine the rate of change on any interval. - SWBAT create an appropriate scale for the independent and dependent variables given the context of a situation.				
SWBAT match a verbal description to a graph SWBAT write a description of a graph SWBAT explain the relationship between a description and its associated graph.			N/A	
Flex Day				
Review				
Unit 4 Assessment				
SWBAT transform linear equations in one variable into simpler forms and explain that not every equation has a solution. SWBAT transform linear equations in one variable with rational number coefficients and constants into simpler forms and determine and explain when a linear equation has one solution, no solution or infinitely many solutions. SWBAT identify and explain when a complex linear equation has one solution, infinitely many solutions or no solution.		Merged Un t 5 LP 1&2 = 1 day		

SWBAT transform linear equations in one variable with rational number coefficients and constants into simpler forms and determine and explain when a linear equation has one solution, no solution or infinitely many solutions.			
PTC			
SWBAT identify and explain when a complex linear equation has one solution, infinitely many solutions or no solution.			
SWBAT create examples of complex linear equations with one solution, infinitely many solutions or no solution.			
SWBAT find the slope of a non-vertical line on a coordinate grid			
SWBAT prove that the slope between any two points on a line is the same by showing that the rate of change is the same between any two points.			
SWBAT graph proportional relationships, interpreting the unit rate as the slope of the graph.			
SWBAT determine if a relationship is proportional using the graph and/or slope.			
SWBAT use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane			
SWBAT use similar triangles to derive $y = mx + b$ to describe a line graphed on a coordinate grid	Unit 5 LP 9 skipped= 1 day		
SWBAT compare two different proportional relationships represented in different ways by determining the unit rate/slope and graphing.		8.F.4	unit rate fee of \$9.00, Write an equation on relationship between
SWBAT graph an equation written in slope intercept form by making a table of values.			
SWBAT graph an equation in slope-intercept form by using the slope and y-intercept		8.F.4	NYS 2015 # 62
SWBAT write an equation in slope-intercept form, given the slope and y-intercept or a graph.	Merged Unit 5 LP 14&15 = 1 day		
SWBAT write an equation of a line given a table of values.			
SWBAT write an equation of a line in slope intercept form, given the slope and one point on the line			
Flex Day			
Flex Day			
MAP			
MAP			
SWBAT write an equation of a line in slope intercept form given two points on the line			
ELA Mock Exam			
ELA Mock Exam			
SWBAT transform equations in standard form and point slope form to slope intercept form.			
SWBAT write an equation of a line that is parallel or perpendicular to a line, given an equation.			
Flex Day			
Math Mock Exam			
Math Mock Exam and Unit 5 Review			
Unit 5 Assessment			

SWBAT explain the utility of a scatter plot to graph data in two variables and notice relationships between the variables. SWBAT construct a scatter plot to display bivariate measurement data to investigate patterns of association.				
SWBAT interpret bivariate data in a scatter plot by describing the presence or lack of patterns in the data.				
SWBAT informally fit a line to data displayed in a scatter plot and make predictions of the value of the dependent variable based given a value of the independent variable. SWBAT informally fit a straight line to data in a scatter plot, write an equation for the line, and make and justify a prediction using the equation.		Merged Unit 6 LP 3&4 = 1 day		
Given an equation and a scatter plot, SWBAT determine and explain whether it represents a good line of best fit by informally analyzing the accuracy of the line and the strength of the correlation (Ss should say whether or not the line is well drawn based on the closeness of the points)		Unit 6 LP 5 Skipped ask context questions from LP 5 during LP 3 6		
SWBAT organize bivariate categorical data into a two-way table, calculate row and column relative frequencies, and interpret relative frequencies in context.				
SWBAT determine (row and column) relative frequencies to informally interpret two-way tables and determine if there is an association between two categorical variables.				
Review				
Unit 6 Assessment				
SWBAT define a system of linear equations and solve real world problems using two equations and tables interpreting the x,y values that are the same as the solution given the context.				
SWBAT solve systems of two linear equations graphically by understanding that the point(s) of intersection of their graphs correspond to the solution. SWBAT verify by computation that the point of intersection is a solution to each equation.				
SWBAT prove and explain when a system of linear equations has one solution, an infinite number of solutions, or no solutions using graphing. SWBAT solve systems of two linear equations graphically and describe the solution.		Merged Unit 7 LP 3&4 = 1 day		
SWBAT solve systems of linear equations algebraically using substitution SWBAT determine the most appropriate strategy to solve a system of equations				
SWBAT solve systems of linear equations algebraically using elimination SWBAT determine the most appropriate strategy to solve a system of equations				
Flex LP 6&8 as needed		Merged Unit 7 LP 6&8 = 1 day		
SWBAT solve systems of two linear equations using an appropriate method and explain their reasoning.				
SWBAT determine the number of solutions to simple cases of systems of two linear equations by inspection and explain the reasoning. SWBAT determine the number of solutions to a system of equations given two points on each line.				
No Cases				
SWBAT write and graph a system of two linear equations to satisfy a given condition (one solution, no solution or infinite solutions)				

SWBAT solve real-world problems leading to two variables in two equations by writing equations in slope-intercept form and graphing SWBAT describe the meaning of a solution within the context of the problem				
SWBAT solve real-world problems leading to two variables in two equations by writing equations in any form and using substitution SWBAT describe the meaning of a solution within the context of the problem				
SWBAT solve real-world problems leading to two variables in two equations by writing equations in standard form and using elimination SWBAT describe the meaning of a solution within the context of the problem		Merged Unit 7 LP 14&15 = 1 day		
Review Day				
Unit 7 Assessment				
SWBAT develop, explain, and apply the product of powers and quotient of powers properties SWBAT create equivalent expressions by rewriting exponents in expanded form.				
SWBAT develop, explain, and apply the power of a product and power of a quotient properties and write equivalent expressions by rewriting exponents in expanded form		Merged Unit 8 LP2&3 = 1 day		
SWBAT know that and explain why a number raised to the zeroth power is equal to one. SWBAT develop, apply and explain their understanding of positive integer exponent properties to write negative exponents (a^{-n}) as $1/a^n$.		Merged Unit 8 LP 4&5 = 1 day		
SWBAT apply the rules for multiplication and division with integer exponents.				
SWBAT simplify expressions with integer exponents by applying the order of operations to write equivalent expressions.				
SWBAT understand and explain why we have scientific notation as a means to estimate very large or very small quantities. SWBAT develop and apply a strategy to convert numbers from standard form to scientific notation.				
SWBAT convert numbers between scientific notation and standard form (using the rule applied in LP7)				
SWBAT estimate relative magnitudes of very large and very small quantities using place value reasoning				
SWBAT add and subtract numbers written in scientific notation to solve real world problems.				
SWBAT develop and apply rules for multiplying and dividing numbers expressed in scientific notation to solve real world problems and explain the rule.				
Flex Day				
SWBAT compare two numbers written in scientific notation by reasoning about the relative sizes of the powers of 10 and base numbers.				
Parent Conference (NO School)				
NO School				
SWBAT solve real-world problems that require performing operations with numbers expressed in scientific notation.				
SWBAT determine appropriate units for various measurements and rewrite measurements based on new units; SWBAT understand how choice of unit determines how easy or difficult it is to understand an expression of measurement.				
Review				
Unit 8 Assessment				
SWBAT develop and apply the formula for the volume of a cylinder to solve real world and mathematical problems.		Unit 9 LP1 to be included with LP2 = 1 day		

N/A

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N/A

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N/A

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N/A

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Public Prep: Math Program Overview (ES/MS)

2018-19

Overview

The purpose of this document is to clarify the core tenets of our mathematics program along with the key indicators of excellence.

Alignment to our Mission

For students to get to and thrive in and through college, they must be able to make sense of the complex world through a mathematical lens. We believe that students learn important mathematical content by being asked to think critically about it.

A well-prepared Public Prep student will:

- (1) Conceptually understand mathematical content and develop a network of relationships amongst these ideas
- (2) Develop procedural fluency/skill-mastery and
- (3) Develop problem solving habits of mind and dispositions that result in productive learning behaviors.

We believe that the mathematics classroom is a place to support students in developing independence and ownership of their learning which will serve them well in high school[1], college, and beyond.

Aligned with our mission and the communities we serve, through a co-ed Pre-K and single-sex K-8 education, we prepare our students to break down barriers and ensure they have the tools they need to excel in any and all professions, especially in mathematics, where our students are currently underrepresented.[2]

In the K-8 mathematics program at Public Prep, our vision is set by what we will see in our students. We are building a program in which we will see the mathematical practices come to life through the shifts ([focus, coherence, rigor](#)), called for by the standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

[1] Public Prep 8th grade graduates will enter HS taking Common Core Algebra 1 or a more advanced course

[2] [Public Prep Network Math Vision](#)

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Tenets of Public Prep's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
 - Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
 - Focus SMPs 5, 6, 7
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
 - Focus SMPs 1, 2, 3, 4, 5, 7, 8
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
 - Focus SMPs: 1
5. Problem Solving: the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
 - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.
 - Focus SMPs: 1, 2, 3, 4, 5, 6, 7, 8

From the above tenets the standards for mathematical practice ([CCSS](#)) were derived:

- SMP1: Make sense of problems and persevere in solving them
- SMP2: Reason abstractly and quantitatively
- SMP3: Construct viable arguments and critique the reasoning of others
- SMP4: Model with mathematics
- SMP5: Use appropriate tools strategically
- SMP6: Attend to precision
- SMP7: Look for and make use of structure
- SMP8: Look for and express regularity in repeated reasoning

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The tenets and practices are in service of the three shifts demanded by the Common Core:

1. FOCUS: Focus strongly where the standards focus

- Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
- Focus deeply on what is emphasized in the standards, so that students gain strong foundations.

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K-2	Addition and subtraction - concepts, skills, and problem solving and place value
3-5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra; linear functions

2. COHERENCE: Across grades and linked to major topics

- Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

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One of several staircases to algebra designed in the OA domain.

Expressions and Equations

6.EE

3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.

Operations and Algebraic Thinking

5.OA

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

Operations and Algebraic Thinking

3.OA

5. Apply properties of operations as strategies to multiply and divide.¹ Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

Operations and Algebraic Thinking

1.OA

3. Apply properties of operations as strategies to add and subtract.¹ Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

3. RIGOR: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

- The CCSSM require a balance of:
 - Solid conceptual understanding - Conceptual understanding supports the other aspects of rigor (fluency and application)
 - Procedural skill and fluency - The standards require speed and accuracy in calculation
 - Application of skills in problem solving situations - Students can use appropriate concepts and procedures for application even when not prompted to do so
- Pursuit of all three requires intensity in time, activities, and resources

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Minimum Year-end Benchmarks by Grade level (Students are expected to be taught the entire curriculum per [PPN Scope and Sequence by Unit](#))

Grade	Students MUST Know	Students SHOULD know
K	Add/subtract within 5 (K.OA.5)	Know number names and count sequence (K.CC.1,2,3)
		Count to tell the number of objects; count to answer "how many?" (K.CC.4,5)
		Compare two numbers between 1 and 10 (K.CC.6,7)
		Understand addition as putting together and adding to, and subtraction as taking apart and taking from (K.OA.1,2,3,4)
		Classify objects and count the number of objects in each category (K.MD.3)
		Compose simple shapes to form larger shapes (K.G.6)
		Place Value understanding: compose and decompose numbers 11 to 19 into ten and ones (K.NBT.1)
1	Add/subtract within 10 (1.OA.6)	Add/subtract within 20 to solve word problems involving adding to, taking from, putting together, taking apart, and comparing (1.OA.1,2)
		Apply properties of operations to add/subtract; Understand subtraction as an unknown-addend problem (1.OA.3,4)
		Addition and subtraction equations: equivalence; finding the unknown given the equation (1.OA.7,8)
		Count to 120, starting at any number less than 120 (1.NBT.1)
		Place value understanding: tens and ones of 2-digit number; compare 2-digit numbers based on tens and ones (1.NBT.2,3)
		Use place value understanding/properties of operations to add/subtract (1.NBT.4,5,6)
		Organize, represent, and interpret data with up to three categories (1.MD.4)
		Tell and write time in hours and half-hours using analog and digital clocks (1.MD.3)
2	Add/subtract within 20 (2.OA.2)	Add/subtract within 100 to solve one and two-step word problems (2.OA.1)
	Add/subtract within 100 (2.NBT.5)	Place value understanding: hundreds, tens, and ones of 3-digit number; bundle of ten 10's = 100 (2.NBT.1)
		Add/subtract within 1000, using models based on place value, properties of operations, and/or the relationship between addition/subtraction (2.NBT.7)
		Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (2.MD.7)
		Measure and estimate lengths in standard units (2.MD.1,2,3,4)
		Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and c symbols (2.MD.8)
		Represent and interpret data in line plots and bar graphs with up to four categories (2.MD.9,10)
		Relate addition and subtraction to length (2.MD.5,6)

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3	Multiply/divide within 100 (3.OA.7)	Multiply/divide within 100 involving equal groups, arrays, and measurement quantities; using equations with a symbol for unknown to represent problem (3.OA.3)
		Two-step word problems using four operations; using equations with symbol/letter for unknown quantity. Assess reasonableness using mental computation and estimation strategies including rounding (3.OA.8)
		Fractions as equal partitions of a whole (3.NF.1, 2)
	Add/subtract within 1000 (3.NBT.2)	Add/subtract/multiply/divide involving masses or volumes (3.MD.2)
		Identify arithmetic patterns and explain them using properties of operations (3.OA.9)
		Draw a scaled picture graph and scaled bar graph to represent a data set with several categories (3.MD.3)
Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category (3.G.1)		
	Area and its relationship to the operations of multiplication and addition (3.MD.7)	
4	Add/subtract within 1,000,000 (4.NBT.4)	4-digit by 1-digit multiplication, 2-digit by 2-digit multiplication; based on place value and the properties of operations (4.NBT.5)
		4-digit by 1-digit division with/without remainders, based on place value and the properties of operations (4.NBT.6)
		Fractions equivalence using fraction models (4.NF.1)
		Add/subtract fractions (4.NF.3)
		Multiply fractions by whole number (4.NF.4)
		Find all factor pairs for a whole number in the range 1-100 (4.OA.4)
		Measure angles in whole-number degrees using a protractor (4.MD.6)
		Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec (4.MD.1)
Decimal notation for fractions; compare decimal fractions (4.NF.5,6,7)		
5	Multi-digit multiplication (5.NBT.5)	Place value system: In multi-digit number, the ones place represents 10 times as much as place to its right and 1/10 as much as place to its left (5.NBT.1)
		4-digit by 2-digit division without remainders, based on place value and properties of operations (5.NBT.6)
		Add, subtract, multiply, and divide decimals to hundredths (5.NBT.7)
		Addition/subtraction of fraction word problems referring to same whole, including unlike denominators (5.NF.2)
		Multiply a fraction or whole number by a fraction (5.NF.4)
		Convert different-sized standard measurement units within a given measurement system (5.MD.1)
		Graph points on the coordinate plane to solve real-world and mathematical problems (5.G.1,2)
		Write and interpret numerical expressions (5.OA.1,2)
Use place value understanding to round decimals to any place (5.NBT.4)		

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		Solve real world problems involving multiplication of fractions and mixed numbers (5.NF.6)
		Solve real world problems involving volume using $V=lwxh$ or $V=bxh$; relate volume to multiplication and addition (5.MD.5)
6	Multi-digit division (6.NS.2)	Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent (6.RP.3C)
		Division of fractions by fractions (6.NS.1)
		Find the greatest common factor of two whole numbers less than or equal to 100; least common multiple of two whole numbers less than or equal to 12 (6.NS.4)
	Multi-digit decimal operations (6.NS.3)	Graphing points in all four quadrants of coordinate plane; Use of coordinates and absolute value to find distances between points (6.NS.8)
		Generate equivalent expressions using properties of operations (6.EE.3)
		Write, read, and evaluate expressions in which letters stand for numbers (6.EE.2)
		Use the nets to find the surface area of 3D figures (6.G.4)
		Understand that positive/negative numbers are used to describe quantities having opposite directions or values (6.NS.5)
		Write and solve equations using form $x + p = q$ and $px = q$ where $p, q,$ and x are non-negative rational numbers (6.EE.7)
	7	Add/subtract rational numbers (7.NS.1)
Use proportional relationships to solve multistep ratio and percent problems (7.RP.3)		
Solve real-world and mathematical problems involving four operations with rational numbers (7.NS.3)		
Add, subtract, factor, and expand linear expressions with rational coefficients (7.EE.1)		
Multiply/divide rational numbers (7.NS.2)		Solve multi-step real-life and mathematical problems with positive/negative rational numbers as whole numbers, fractions, and decimals (7.EE.3)
		Solve real-world or mathematical problems using variables to represent quantities; constructing simple equations and inequalities to solve problems (7.EE.4a,4b)
		Use formulas for the area and circumference of a circle to solve problems (7.G.4)
		Approximate the probability of a chance event by collecting data, observing its long-run relative frequency, and predict the approximate relative frequency given the probability (7.SP.6)
		Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms (7.G.6)
8	Solve linear equations in one variable (8.EE.7)	Graph proportional relationships, interpreting the unit rate as the slope of the graph; compare two different proportional relationships (8.EE.5)
		Solve real-world and mathematical problems leading to two linear equations in two variables (8.EE.8c)
		Compare properties of two functions algebraically, graphically, numerically in tables, or by verbal descriptions (8.F.2)
		Construct a function to model a linear relationship between two quantities; determine the rate of change and initial value of the
	R-23b - Supplemental Attachments-H-7	

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Volume of cones, cylinders, and spheres (8.G.9)	function (8.F.4)
	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate on a number line diagram, and estimate the value of expressions (8.NS.2)
	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities (8.SP.1)
	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in two and three dimensions (8.G.7)

Math Lesson

Purpose	Intellectual Preparation & Assessment for ES	Key Indicators of Excellence - ES	Intellectual Preparation & Assessment for MS	Key Indicators of Excellence - MS
Focus on developing students' conceptual understanding of mathematical concepts, proficiency with key skills, and ability to solve	Unit-Level Preparation: -Teachers read/review the Investigations 3 (I3) Unit Guide and Unit Assessment, giving careful consideration to math concepts and processes that are potentially confusing and/or complex. Teacher will anticipate student thinking and generate guiding questions to address misconceptions and/or plan to	Routines: Students participate in skill and fluency-building practices at the beginning of each I3 session that supports understanding and retention of key mathematical ideas. The spiraled routines increase students' repertoire for mental computation and problem solving skills. Teacher facilitates the routine during the first ten	Unit-Level Preparation: -Teachers read and annotate the AF Unit Plan, giving careful consideration to concepts and processes that are potentially confusing and/or complex. Teacher will anticipate student thinking and generate guiding questions to address misconceptions and/or plan to frontload those misconceptions in selected AF lessons.	TAI-Think About it: Teacher will debrief the mathematical concepts (what and why) presented in the lesson to arrive at a new understanding and develop a conjecture for the day's lesson. TTC-Test The Conjecture: Students will attempt to prove or disprove the conjecture to solidify conceptual understanding and develop a clear procedure for solving. Teacher circulates

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<p>real-world problems.</p> <p>Schedule</p> <p>ES - 60 mins</p> <p>MS - 60 of 90 mins</p>	<p>frontload those misconceptions in selected I3 sessions.</p> <p>-Teachers engage in Unit Unpacking with other teachers on their grade-level team and their AD/coach, if possible.</p> <p>-Teachers follow PPN Math Scope and Sequence for assigned Unit/Session.</p> <p>Lesson Planning: Teachers customize/create daily lesson plans based on assigned I3 sessions per PPN S&S, to ensure explanations, representations and/or examples make the math explicit. Teachers submit lesson plans for feedback to their AD/coach, and adjust plans based on feedback. Each plan aims to include an intervention and an extension, specific to student needs.</p> <p>Assessment:</p> <p>-Unit: I3 Unit Assessment to gauge conceptual and procedural knowledge along with the ability to apply in real-world and mathematical problems.</p> <p>Bi-Weekly Quizzes: Network-wide quizzes to gauge student understanding of content taught throughout the year, aligned to CCSS (3&4 Only)</p> <p>I3 Quizzes and Assessments: Progress toward mastery of the unit is monitored at appropriate intervals with quizzes and assessments through each I3 Unit.</p> <p>Daily: Observational data, in-class work, teacher-created Exit Tickets</p>	<p>minutes of the I3 session to build fluency with content.</p> <p>Activity:</p> <p>Students are presented with an 'investigation' to explore and uncover mathematical ideas to build stronger conceptual understanding of the content. Teacher monitors students progress and purposefully selects student work to be shared during the discussion to maximize connections with content and accomplish the learning goals for the session. Teacher strategically circulates to track student understanding and collects data for session differentiation. Teacher identifies student strategies to be shared during the discussion as related to the learning goals for the session. Teacher strategically orders the selected strategies from least to most sophisticated to help all students access the problem/strategy.</p> <p>Discussion: Students are given opportunities to explain their thinking in a whole class or small group setting as a means of processing new information, exploring patterns and structures, sharing variations in strategies, in order to strengthen their understanding of the math goals in the session. The teacher facilitates this discussion that promotes student heavy-lifting and leads towards a summary of the mathematics discussed and highlighted in student work.</p> <p>Review and Practice: Students are given time and multiple at-bats to engage with grade-level problems and activities independently or in pairs. There are opportunities to solidify conceptual understanding, develop fluency in application, and engage in real-world problems.</p>	<p>-Teachers engage in Unit Unpacking with other teachers on their grade-level team and their AD/coach, if possible.</p> <p>-Teachers follow PPN Math AF Scope and Sequence for assigned Unit/Lesson.</p> <p>Lesson Planning:</p> <p>-Teachers customize/review daily lesson plans. based on the PPN AF S&S. Customization of lesson plans are based on school specific needs, classroom data, and teacher coaching.</p> <p>-Teachers submit lesson plans for feedback to their AD/coach, and adjust plans based on feedback. Each plan aims to include an intervention and an extension, specific to student needs.</p> <p>Structure for the AF Block:</p> <p>-10 min: TAI + Double-Turn-n-Talk Routine</p> <p>-13 min: TTC + Debrief</p> <p>-15 min: PP + Debrief</p> <p>-15 min: IP + Debrief</p> <p>-7 min: Exit Ticket</p> <p>Assessment:</p> <p>-Bi-Weekly Quizzes: Network-wide quizzes to gauge student understanding of content taught throughout the year, aligned to CCSS.</p> <p>-Unit Tests: Unit tests monitor student progress towards mastery following the completion of an AF unit.</p> <p>-Daily: Observational data, in-class work, Exit Tickets</p>	<p>and monitors students progress, purposefully selecting student work to be shared during the debrief to maximize connections with content and accomplish the learning goals for the lesson. Teacher facilitates a debrief and provides feedback based on trends noticed during TTC.</p> <p>PP-Partner Practice:</p> <p>Students apply the conjecture to reinforce understanding and procedure through collaborative work and teacher feedback. Teacher circulates and monitors students progress, purposefully selecting student work to be shared during the debrief to maximize connections with content and accomplish the learning goals for the lesson. Teacher tracks student understanding and collects data for lesson differentiation. Teacher facilitates a debrief and provides feedback based on trends noticed during PP.</p> <p>IP-Independent Practice:</p> <p>Students get multiple at-bats applying conjecture to rigorous grade-level problems. Teacher circulates and monitors students progress and purposefully selects student work to be shared during the debrief to maximize connections with content and accomplish the learning goals for the lesson. Teacher facilitates a debrief and provides feedback based on trends noticed during IP.</p>
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Math Sense-Making

Purpose	Intellectual Preparation & Assessment for ES	Key Indicators of Excellence - ES	Intellectual Preparation & Assessment for MS	Key Indicators of Excellence - MS
<p>Students develop problem solving skills, sense-making, and flexibility in strategies, through engagement in math stories.</p>	<p>Unit-Level Preparation: Teachers use number stories from the CGI calendar, per the PPN S&S, to plan problem types students will engage with during the ES sense-making block.</p> <p>Lesson Planning: -Teachers will complete anticipatory frameworks for scheduled number stories per the PPN CGI Calendar/S&S. -Teachers identifies learning goals and possible misconceptions relating to the specific problem in the lesson. -Teachers anticipate the strategies students will use for the specific problem in the lesson, organized by increasing sophistication. -Teachers strategically plan purposeful pairing (or other seating arrangements) to encourage increasing strategy sophistication. -Teachers allocates the available lesson time to CGI lesson elements: launch, student work time, student share/charting, and discourse, assuring a minimum of 10 minutes for the discourse.</p> <p>Assessment: -Daily: observational data (see anticipatory framework)</p>	<p>Launch: Teacher poses the story problem to students by telling an engaging story that provides motivation and background for the context. Teacher strategically calls on three students to retell the story. (H-M-L) Teacher poses a comprehension question to engage relational thinking and support reasonableness of solutions. (More or Less) Teacher collects informal data from 'More or Less' question and uses to inform discourse.</p> <p>Student Work time: Teacher monitors student's strategies being used to solve the problem and purposefully selects strategies to be shared by students during the discourse to maximize connections among strategies and accomplish the learning goals for the lesson. Teacher checks in with students with the most-sophisticated strategies first. Teacher strategically circulates to understand and track which strategies students are using to solve the problem. Teacher identifies the strategies to be shared by students during the discourse as related to the learning goals for the lesson. Teacher strategically orders the selected strategies from least to most sophisticated to help all students access the problem/strategy. Teacher selects strategies that will assist in facilitating the discourse. Teacher notifies the specific students about the order in which they will share their strategies.</p> <p>Representation/Strategy Share (2 shares):</p>	<p>Unit-Level Preparation: Teachers use NYS-level problems from the AF lesson materials, per the PPN AF S&S, to engage students during the MS sense-making block.</p> <p>Lesson Planning: -Teachers will complete lesson framework for scheduled problems per the PPN AF S&S. -Teachers identifies learning goals and possible misconceptions relating to the specific problem in the lesson. -Teachers allocate the available lesson time for the basic elements of the block: visualization, representation, share, re-tell/discourse, solving of the problem, and practice.</p> <p>Assessment: -Daily: observational data</p>	<p>Overall Indicators: Routines and procedures are in place so that moving through the lesson order is smooth and without disruption. Students engage, learn, and move the group forward through turn and talks and whole class share and discussion. All parts of the sense-making lesson completed within the allotted 25 minutes (Visualize - 3 mins, Represent/Share- 7 mins, Retell/Discourse - 6 mins, Solve/Share - 5 mins, Visualization-Representation Practice - 5 mins).</p> <p>Visualize: Problem is posted for students to see and is read 2-3 times aloud by the teacher. Students are attentive and are asked to visualize the context of the problem/story behind the problem, as the teacher gives cues to support the visualization process.</p> <p>Represent & Retell: Students represent pictorially or in writing on whiteboards/paper & Teacher circulates to look at student work while they represent. The use of numbers in the problem should be discouraged in the first representation. Teacher has a prepared student data tracker and uses it to gather data for the discourse. Students turn & talk with a partner to share their representation and retell the story using language (e.g. "First I ____ b/c in the story it said ____"). Partners share whether they agree or disagree with each</p>
<p>Schedule</p> <p>ES - 30 mins MS - 25 mins</p>				

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		<p>Teacher precisely creates a representation that accurately portrays the strategy each student shares. Teachers representation matches the exact strategy and counting process used by the student (using student language) and circles the answer. Teacher asks the question from the story problem and elicits an answer from the child in a complete sentence and records the number and unit next to the representation. Teacher asks the student for the number sentence that matches his/her strategy and records an accurate number sentence, drawing a box around the answer. Teacher manages the space on the chart paper to represent all of the strategies and number sentences shared.</p> <p>Discourse: Discourse attends to noticing details of each strategy and making connections among various strategies. (Same and Different) Teacher asks the students to compare how the shared strategies (and number sentences) are alike and different. Teacher explores (through questioning) the depth of student's thinking and understanding of the important mathematical ideas involved in the problem and the strategies shared. Teacher supports (when applicable) student's efforts to verbalize connections and generalizations (conjectures) Teacher asks the children what number sentence matches the story and to give a rationale for their thinking.</p> <p>Manipulatives: Students should have access to and use, as needed, unifix cubes or place value blocks to represent and solve. They may also use manipulatives during the discourse to explain their work.</p> <p>Increasing Efficiency: Over time and with greater exposure to various CGI</p>		<p>other's work and why. Teacher uses student data and lesson goals to determine appropriate discussion protocol.</p> <p>Discourse: 2-3 students share representations in order from least to most sophisticated. Teacher and students use ("First I __ b/c in the story it said __", etc.) language during the share. Teacher charts student work. Teacher poses a purposeful turn and talk question about the student representations. Teacher is a facilitator, by showing student work and asking strategic questions to elicit key points (not direct instruction). Teacher stamps the key point after multiple students have shared and closes the discussion. Students fix their representations if needed before solving.</p> <p>Solve: Students independently solve the problem and write their answer in a complete sentence (if needed: teacher reminds students to fix their representation before solving). Teacher calls on one student to share how they solved. Teacher calls on one student to share the answer using a complete sentence.</p> <p>Practice: Students are given an opportunity to practice the visualization and representation strategies on another similar problem.</p>
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		<p>problem types, students become more efficient – needing less questioning support. They can articulate why and how they are representing and solving in the way they've chosen, and get to a solution in less and less time, with more abstract representations.</p>		
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Math Fluency

Purpose	Intellectual Preparation & Assessment - ES	Key Indicators of Excellence - ES	Intellectual Preparation & Assessment - MS	Key Indicators of Excellence - MS
<p>Students develop fluency over time with repeated exposure and practice with grade-level content at their own pace.</p>	<p>Skill Fluency: For grades K-4, skill fluency is a part of the daily ES math block, spiraled through the I3 curriculum during the first 10 mins of each math session (CR's and TMM's).</p> <p>Fact Fluency: For grades 1-4 – Reflex Math is used to promote fact fluency. Students initially engage in fluency based activities on Reflex in the classroom setting then shifting to students fluency practice outside the classroom.</p>	<p>Reflex Routine: Students quickly get their computer, log-in, and get started with the program to maximize learning time. -Teacher circulates while students work, offering praise, encouragement, or support as needed. Student conferences are as quick and efficient as possible, to maximize student time on the program.</p> <p>Differentiation: Data drives what students are working on. Some students may be pulled into a small group with teacher while others are on the computer. The teacher utilizes data, and the technology dashboard to make these decisions.</p>	<p>Skill Fluency: For grades 5-8 skill fluency is addressed with the IXL Math program. Based on data and the needs of the students, IXL is used in the MS classrooms to promote skill fluency.</p> <p>Fact Fluency: For grades 5-8 Students engage in fact fluency practice within the daily math block, per school-based calendar.</p> <p>Lesson Planning: Skill Fluency: There is no lesson planning needed from teachers. Teachers work through the content ahead of students, during the AF lesson planning stage, so as students are working and struggling, the teacher can offer support through questioning.</p>	<p>IXL Routine: Students quickly get their computer, log-in, and get started with the program to maximize learning time. -Teacher circulates while students work, offering praise, encouragement, or support as needed. Student conferences are as quick and efficient as possible, to maximize student time on the program.</p> <p>Differentiation: Data drives what students are working on. Some students may be pulled into a small group with teacher while others are on the computer. The teacher utilizes data, and the technology dashboard to make these decisions.</p>
<p>Schedule TBD by School</p>	<p>Lesson Planning: Skill Fluency: There is no lesson planning needed from teachers. Teachers work through the content ahead of students, during the I3 session planning stage, so as students are working and struggling, the teacher can offer support through questioning.</p>			
	<p>Fact Fluency: There is no lesson planning needed from teachers. Teacher monitors student progress through Reflex dashboard.</p>		<p>Fact Fluency: There is no lesson planning needed from teachers. Teacher monitors student progress through IXL dashboard.</p>	

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Math Spiral Review

Purpose	Intellectual Preparation & Assessment - ES	Key Indicators of Excellence - ES	Intellectual Preparation & Assessment - MS	Key Indicators of Excellence- MS
To increase frequency of content and give students more at-bats at the major cluster standards.	<p>Unit-Level Preparation: Teachers use major cluster standards per the PPN S&S, to plan problem types students will engage with during the ES Spiral Review block.</p> <p>Lesson Planning: -Teachers will complete the Spiral Review template selecting problems from PPN suggested resources aligned to major cluster standards per the PPN CGI Calendar/S&S. (See Spiral Block Guidance) -Teachers submit Spiral Review plans for feedback to their AD/coach, and adjust plans based on feedback. Each plan aims to provide students with multiple at-bats at major cluster standards and give students access to the content.</p> <p>Assessment: -Observational data - Exit Ticket</p>	<p>Cycle 1 Guided Practice: Teacher 'guides' students through a simplified version of a NYS level problem aligned to Standard 1, highlighting key concepts and vocabulary. Independent Practice: Students engage in a new simplified version of a NYS level problem aligned to Standard 1. Teacher circulates and monitors student progress. Teacher purposefully selects student work to be shared during the discussion. Discussion: Teacher displays strategically selected student work and highlights the key finer points.</p> <p>Cycle 2 Guided Practice: Teacher 'guides' students through a NYS level problem aligned to Standard 1, highlighting key concepts and vocabulary. Independent Practice: Students engage in a new NYS level problem aligned to Standard 1. Teacher circulates and monitors student progress. Teacher purposefully selects student work to be shared during the discussion. Discussion: Teacher displays strategically selected student work and highlights the key finer points.</p> <p>(NOTE: K-1 will complete ONLY 1 standard per Spiral Review session)</p> <p>Cycle 3 Guided Practice: Teacher 'guides' students through a simplified version of a NYS level problem aligned to Standard 2, highlighting key concepts and vocabulary. Independent Practice: Students engage in a new simplified version of a NYS level problem aligned to Standard 2. Teacher circulates and monitors student progress. Teacher purposefully selects student work to be shared during the discussion.</p>	<p>Unit-Level Preparation: Teachers use major cluster standards per the PPN S&S, to plan problem types students will engage with during the ES Spiral Review block.</p> <p>Lesson Planning: -Teachers will complete the Spiral Review template selecting problems from PPN suggested resources aligned to major cluster standards per the PPN CGI Calendar/S&S. (See Spiral Block Guidance) -Teachers submit Spiral Review plans for feedback to their AD/coach, and adjust plans based on feedback. Each plan aims to provide students with multiple at-bats at major cluster standards coupled with giving students access to the content.</p> <p>Assessment: -Observational data - Exit Ticket</p>	<p>Cycle 1 Guided Practice: Teacher 'guides' students through a simplified version of a NYS level problem aligned to Standard 1, highlighting key concepts and vocabulary. Independent Practice: Students engage in a new simplified version of a NYS level problem aligned to Standard 1. Teacher circulates and monitors student progress. Teacher purposefully selects student work to be shared during the discussion. Discussion: Teacher displays strategically selected student work and highlights the key finer points.</p> <p>Cycle 2 Guided Practice: Teacher 'guides' students through a NYS level problem aligned to Standard 1, highlighting key concepts and vocabulary. Independent Practice: Students engage in a new NYS level problem aligned to Standard 1. Teacher circulates and monitors student progress. Teacher purposefully selects student work to be shared during the discussion.</p> <p>Cycle 3 Guided Practice: Teacher 'guides' students through a simplified version of a NYS level problem aligned to Standard 2, highlighting key concepts and vocabulary. Independent Practice: Students engage in a new simplified version of a NYS level problem aligned to Standard 2. Teacher circulates and monitors student progress. Teacher purposefully selects student work to be shared during the discussion. Discussion: Teacher displays strategically selected student work and highlights the key finer points.</p> <p>Cycle 4</p>
Schedule Sense-making Block 30 mins				

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		<p>Discussion: Teacher displays strategically selected student work and highlights the key finer points.</p> <p>Cycle 4 Guided Practice: Teacher 'guides' students through a NYS level problem aligned to Standard 2, highlighting key concepts and vocabulary. Independent Practice: Students engage in a new NYS level problem aligned to Standard 2. Teacher circulates and monitors student progress. Teacher purposefully selects student work to be shared during the discussion. Discussion: Teacher displays strategically selected student work and highlights the key finer points.</p>		<p>Guided Practice: Teacher 'guides' students through a NYS level problem aligned to Standard 2, highlighting key concepts and vocabulary. Independent Practice: Students engage in a new NYS level problem aligned to Standard 2. Teacher circulates and monitors student progress. Teacher purposefully selects student work to be shared during the discussion. Discussion: Teacher displays strategically selected student work and highlights the key finer points.</p>
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Math Intervention

Purpose	Intellectual Preparation & Assessment	Key Indicators of Excellence
	<p><i>-In process of completion-</i></p>	
Schedule		

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Public Prep: Science Program Overview (v1)

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Overview

The purpose of this document is to clarify the core framework of our science program along with the key indicators of excellence.

Alignment to our Mission

In a rapidly changing world of the 21st century, science literacy is an essential goal for all our students. For students to get to and thrive in and through college, they must be able familiar with the natural world and understand key facts, concepts, principles, laws, and theories of science. Scientific literacy also encompasses understanding the use of scientific principles and ways of thinking to advance our knowledge of the natural world as well as the use of science to solve problems in real-world contexts. We believe that students develop scientific literacy by being immersed in it and asked to think critically about it¹. A well-prepared Public Prep student will:

- (1) Conceptually understand scientific core ideas and apply cross-cutting concepts amongst these ideas
- (2) Actively engage in scientific and engineering practices, and
- (3) Develop scientific and engineering investigative habits of mind and dispositions that result in productive learning behaviors. (Address Scientific Method - problem solving)

We believe that the science classroom is a place to support students in developing independence and ownership of their learning which will serve them well in high school, college, and beyond. Each standard in the NGSS must combine a relevant practice of science or engineering, with a core disciplinary idea and crosscutting concept, appropriate for students of the designated grade level. The scientific and engineering practices come to life through the shifts (focus, coherence, and rigor). We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts driving instruction and embodied by our students.

Framework of PPN's Science Program¹:

1. Practices (in Science and Engineering): Engaging in the practices of science helps students understand how scientific knowledge develops; such direct involvement gives them an appreciation of the wide range of approaches that are used to investigate, model, and explain the world. Engaging in the practices of engineering likewise helps students understand the work of engineers, as well as the links between engineering and science. Participation in these practices helps students form an understanding of the crosscutting concepts and disciplinary ideas of science and engineering; moreover, it makes students' knowledge more meaningful and embeds it more deeply into their worldview. ¹(pp. 42-43) Practices grow in complexity and sophistication across the grades. Students should engage in all practices over each grade band.
2. Cross-cutting Concepts: They bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering. Their purpose is to help students deepen their understanding of the disciplinary core ideas ²(pp. 2 & 8), and develop a coherent and scientifically based view of the world ²(p. 83). Cross-cutting concepts increase in complexity and sophistication across the grades and must not be assessed independent of the practices and core ideas. They help bring coherence across the core ideas.
3. Disciplinary Core Ideas: An important role of science education is not to teach "all the facts" but rather to prepare students with sufficient core knowledge so that they can later acquire additional information on their own. The core ideas selected have broad importance across multiple science or engineering disciplines or are a key principle in a single discipline and provide the knowledge and tools to explore more complex ideas. The core ideas are divided into
 - Physical Sciences
 - Life Sciences
 - Earth and Space Sciences

¹ Public Prep [Science Vision 2018-19](#)

² Adapted from the Dimensions of the Framework - National Academies of Science, 2012 – A Framework for K-12 Science Education: Practices, Crosscutting concepts and Core Ideas (pp.29). <https://www.nap.edu/read/13165/chapter/5#29>

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- Engineering Design
- 4. **Productive Disposition:** Students develop a habitual inclination to see science as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy. Students approach challenging situations as opportunities to learn, and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
- 5. **Scientific Mindset:** the umbrella under which all the opportunities to increase proficiency and expertise with science literacy³ fall. While students engage in the NGSS performance expectations they are making sense of problems, thinking strategically about concepts and skill applications, planning and executing a viable approach, and reflecting on process and solutions as part of the iterative learning process.

The vision and framework are accomplished through the three shifts:

1. **FOCUS: Focus strongly where the standards focus**

- Significantly narrow the scope of content and deepen how time and energy is spent in the science classroom.
- Focus deeply on what is emphasized in the standards (in the disciplinary core ideas and performance expectations), so that students gain strong foundations.
- Focus on engineering design to incorporate 21st century skills.

Grade	Focus Content Areas with Expectations of Conceptual Understanding
K	Matter, forces (pushes and pulls), animals/plants and their environment, weather, and climate.
1	Light and sound, structure, function and information processing in plants/animals, and space systems.
2	Structure and properties of matter, relationships in ecosystems, and earth's systems.
3	Forces, relationships of ecosystems, life cycles, traits, weather, and climate.
4	Waves, energy, structure and function in animals, and earth's systems.
5	Measurement, structure and properties of matter, matter and energy in organisms, earth materials and systems.
6	Weather and climate, cells, human organs, interdependent relationships in ecosystems, and matter and energy flow in organisms.
7	Earth history, atomic composition and reactions of matter, chemical reactions, space systems, and forces and energy.
8	Growth and reproduction in organisms, natural selection and adaptations, waves and energy and human systems interactions.

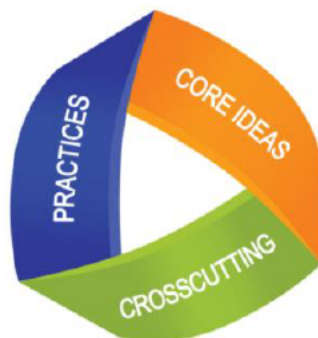
2. **COHERENCE: Across grades and linked to major topics**

- Carefully connect the learning within and across grades using the cross-cutting concepts and the scientific and engineering practices
- Begin to count on solid understanding of cross-cutting concepts and scientific and engineering practices and build on it. Each disciplinary core idea is an opportunity to build on cross-cutting concepts, practices and engineering design.
- The scientific and engineering practices and cross-cutting concepts outlined per the NGSS are in the table below.

³ Science Literacy adapted from <https://www.aaas.org/report/science-all-americans>

⁴ Dimensions of the Framework - National Academies of Science, 2012 – A Framework for K-12 Science Education: Practices, Crosscutting concepts and Core Ideas. <https://www.nap.edu/read/13165/chapter/8#84>

#	Scientific and Engineering Practices	Cross-Cutting Concepts
1	Asking questions (for science) and defining problems (for engineering)	Patterns
2	Developing and using models	Cause and Effect
3	Planning and carrying out investigations	Scale, Proportion and quantity
4	Analyzing and interpreting data	Systems and system models
5	Using mathematics and computational thinking	Energy and matter
6	Constructing explanations (for science) and designing solutions (for engineering)	Structure and function
7	Engaging in argument from evidence	Stability and change
8	Obtaining, evaluating, and communicating information	



Coherence between Disciplinary Core Ideas, Science and Engineering Practices and Cross-Cutting Concepts ([NGSS Three Dimensional Learning](#))

3. **RIGOR: In major topics, pursue practices, 21st century skills and fluency, and application**

- The CCSSM require a balance of:
 - Fluency in Science Benchmarks and 21st Century Skills
Students should be fluent in the grade-band Science Benchmarks and 21st Century skills, and demonstrate the ability to apply these skills fluently across disciplinary cored ideas. A list of minimum year-end benchmarks by grade-level are in the table at the end of this document. The detailed list of Grade Band Science Benchmarks is available in this [document](#).
 - Application of skills in problem solving situations (Engineering Design) - Students can use appropriate concepts and procedures for application even when not prompted to do so
 - Scientific and Engineering Practices: supports the other aspects of rigor (fluency and application)
- Pursuit of all three requires intensity in time, activities, and resources

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Engineering Design

The Next Generation Science Standards (NGSS) represent a commitment to integrate engineering design into the structure of science education by raising engineering design to the same level as scientific inquiry when teaching science disciplines at all levels, from kindergarten to grade 12. From a teaching and learning point of view, Engineering Design is the iterative cycle of design that offers the greatest potential for applying science knowledge in the classroom and engaging in engineering practices. Students should explicitly learn how to engage in engineering design practices to solve problems. The core idea of engineering design includes three component ideas:

- Defining and delimiting engineering problems involves stating the problem to be solved as clearly as possible in terms of criteria for success, and constraints or limits.
- Designing solutions to engineering problems begins with generating a number of different possible solutions, then evaluating potential solutions to see which ones best meet the criteria and constraints of the problem.
- Optimizing the design solution involves a process in which solutions are systematically tested and refined and the final design is improved by trading off less important features for those that are more important.

The format of Engineering Design across various grade bands per NGSS ([NGSS Appendix I](#))

Grades K-2



Grades 3-5



Grades 6-8



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Minimum Year-End Benchmarks by grade-level (Students are expected to be taught the entire curriculum per [PPN Scope & Sequence](#))

Grade	Students MUST Know (for Parents and Teachers)	Students SHOULD know	
		Practices in Science and Engineering	Disciplinary Core Standards
K	Different kinds of matter exist either as solid or liquid depending on temperature (K.PS1-1)	Asking questions (for science) and defining problems (for engineering)	Different kinds of matter exist either as solid or liquid depending on temperature (K.PS1-1)
			Pushing or pulling an object may change its speed and/or direction of motion (K.PS2-2)
			Living things need water, air and resources, and live in places that have the things they need (K.ESS3-1)
			Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular place at a particular time (K.ESS2-1)
1	Some materials allow light to pass through them, others only let some light through, while others block all light and create a dark shadow (1.PS4-3)	Developing and using models	Some materials allow light to pass through them, others only let some light through, while others block all light and create a dark shadow (1.PS4-3)
			Animals and plants capture and convey different kinds of information that help their growth and survival (1.LS1-1)
			Seasonal patterns of sunrise and sunset can be observed and predicted (1.ESS1-2)
2	Wind and water can change the shape of the land (2.ESS2-1)	Planning and carrying out investigations	Heating and cooling a substance causes observable changes that can sometimes be reversed (2.PS1-4)
			Plants and animals depend on each other for survival (2.LS2-2)
			Wind and water can change the shape of the land (2.ESS2-1)
3	Plants and animals have unique and diverse life cycles, but all have in common, birth, growth, reproduction and death (3.LS1-1)	Analyzing and interpreting data	Effect of balanced and unbalanced forces on the motion of an object (3.PS2-1)
			For a particular environment, some organisms survive well, some less well, and some cannot survive at all (3.LS4-3)
			Plants and animals have unique and diverse life cycles, but all have in common, birth, growth, reproduction and death (3.LS1-1)
			Make a claim about the merit of a design solution that reduces the impact of a weather-related hazard (3.ESS3-1)
4	Energy is conserved as it is transferred or converted from one form to another (4.PS3-2)	Using mathematics and computational thinking	Energy is conserved as it is transferred or converted from one form to another (4.PS3-2)
			Describe patterns using properties of waves (4.PS4-1)
			Internal and external structures in plants and animals that perform various functions (4.LS1-1)
			Generate and compare multiple solutions to reduce the impact of natural earth processes on humans (4.ESS3-2)
5	Measurement of properties of		Matter is made up of particles too small to be seen (5.PS1-1)

Public Prep: Science Program Overview (v1)

2018

	materials (5.PS1-3)	Constructing explanations (for science) and designing solutions (for engineering)	Measurement of properties of materials (5.PS1-3)
			Plants get their materials for growth chiefly from air and water (5.LS1-1)
			Earth's major systems are geosphere, hydrosphere, biosphere and atmosphere (5.ESS2-1)
			The gravitational force exerted by the earth on objects near its surface pull the object towards the center of the earth (5.PS2-1)
6	How the motions and complex interactions of air masses results in changes in weather conditions (MS.ESS2-5)	Engaging in argument from evidence	Living things are made up of either one cell or many different numbers and kinds of cells (MS.LS1-1)
			The role of photosynthesis in the cycling of matter and flow of energy into and out of organisms (MS.LS1-6)
			Predicting patterns of interactions among organisms (competition, mutualism, predation) (MS.LS2-2)
			How the motions and complex interactions of air masses results in changes in weather conditions (MS.ESS2-5)
			Understand the principle of how a lever works (MS.PS)
7	Interpret data on the properties of substances before and after substances interact to determine if a chemical reaction has occurred (properties are limited to melting pt., boiling pt., density solubility, flammability, color change, gas production and odor) (MS.PS1-2)	Obtaining, evaluating, and communicating information	Develop models to describe the atomic composition of simple molecules and extended structures (MS.PS1-1)
			Interpret data on the properties of substances before and after substances interact to determine if a chemical reaction has occurred (properties are limited to melting pt., boiling pt., density solubility, flammability, color change, gas production and odor) (MS.PS1-2)
			Apply Newton's third law (MS.PS2-1)
			Factors that affect the strength of electric and magnetic forces (MS.PS2-3)
			Use evidence from rock strata to explain how the geologic time scale organizes earth's history. (MS.ESS1-4)
			Observe, describe, predict and explain patterns in the motion of the sun, moon and stars in the sky. (MS.ESS1-1)
8	Sensory receptors respond to stimuli, resulting in immediate behaviors and/or storage as memories (MS.LS1-8)		Use models to describe the cause and effect relationship of gene transmission from parent(s) to offspring (MS.LS3-2)
			Analyze patterns in the fossil record (MS.LS4-1)
			Describing waves with quantitative and qualitative thinking (MS.PS4-1)
			When work is done on a system the energy is conserved, as energy is transferred into or out of the system (MS.PS3-5)
			Sensory receptors respond to stimuli, resulting in immediate behaviors and/or storage as memories (MS.LS1-8)



FAMILY HANDBOOK 2018-2019

Public Prep Academies Family Handbook Table of Contents

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General Information

2018-2019 Girls Prep Elementary & Middle School Academic Calendar

2018-2019

CALENDAR

July						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July 4: Independence Day

August						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Sept 3: No School-Labor Day

Sept 4: First Day of School

October						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Oct 8: No School-Indigenous Peoples' Day

Oct 26-Progress Reports

November						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Nov 6: No School-Election Day

Nov 21: End of Trimester 1 (Half Day)

Nov 22-23: Thanksgiving Recess

December						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Dec 6: No School- Family -Teacher Conference #1

Dec 24-Jan 4: Winter Recess

January						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jan 1: New Year's Day

Jan 1-7: Winter Recess

Jan 21: MLK Day

February						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Feb 15-22: Midwinter Recess

March						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 8: End of Trimester 2

March 21: No School- Family-Teacher Conference #2

March 22: No School

April						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 2-4: NYS ELA Test

April 5-9 NYS ELA Makeups

May						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 1-3: NYS Math Test

May 6-8: NYS Math Makeups

May 13-17: Spring Recess

May 22-May 31: NYS Science Test Performance Window

May 27: No School- Memorial Day

May 28-31: College and Career Week

June						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 3: NYS Science Written Test Grades 4 and 8

June 6: No School

June 26: Last Day of School -Half Day

June 28: 8th Grade Graduation

*8th Grade Graduation in the afternoon/evening afternoon/evening for GPBXM/GPLESM**



2018-2019

CALENDAR

July						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July 4: Independence Day

August						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Sept 3: No School-Labor Day

Sept 10: First Day of School (Half Day)

October						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Oct 8: No School-Indigenous Peoples' Day

November						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Nov 6: No School-Election Day

Nov 21: End of Trimester 1 (Half Day)

Nov 22-23: Thanksgiving Recess

December						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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Dec 24-Jan 4: Winter Recess

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jan 1: New Year's Day
 Jan 1-4: Winter Recess
 Jan 7: Full Day of School
 Jan 21: MLK Day

February						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Feb 15-22: Midwinter Recess

March						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 8: End of Trimester 2

 March 21: Full Day of School
 March 22: No School- Family- Teacher Conference

April						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 2-4: NYS ELA Test
 April 5-9 NYS ELA Makeups

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 1-3: NYS Math Test
 May 6-8: NYS Math Makeups
 May 13-17: Spring Recess
 May 22-May 31: NYS Science Test Performance Window
 May 27: No School- Memorial Day
 May 28-31: College and Career Week

June						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 3: NYS Science Written Test Grades 4 and 8
 June 6: No School
 June 26: Full Day of School

 June 27: Full Day
 June 28: Half Day (Last Day of School)
 *8th Grade Graduation in the afternoon/evening
 GPBXM/GPLESM**

History

Public Prep's flagship school, Girls Prep Lower East Side, launched as NYC's first and only public all-girls charter school serving kindergarten and first grade students in 2005. The school was founded on the belief that some students excel academically in a single-sex environment and that parents, regardless of their race or income level, should have the power to choose a great public school for their children. Likewise, if parents wanted their daughters to experience a rigorous, single-gender environment, they should also have that option. Over the years, Girls Prep LES expanded as the first cohort of students advanced to the next grade. Girls Prep LES now serves students grades K-8 on two campuses. In 2009, the founders decided to replicate the Girls Prep LES model in the Bronx. Public Prep also launched in 2009 to support the administrative demand of the schools, to assist in the replication and start-up process, and to open future single-sex public elementary and middle schools in New York City. Today, Girls Prep Bronx also serves elementary and middle school students on two separate campuses in the South Bronx. Believing that the same holds true for our boys, Public Prep launched Boys Prep Bronx in 2014 with three classes each of kindergarten and first grade and intends to grow by a grade each year through 8th grade.

Mission

At Public Prep, Girls Prep and Boys Prep scholars are challenged to think and work hard every day.

We start early with the end of college completion in mind. We create a warm and joyful culture of rigor in which scholars build strong character by adopting the core values of community, merit, responsibility, and scholarship. Our scholars master the ability to read, write, listen, speak, create, and think deeply across disciplines, with a particular focus on science, the arts, and math. They work independently and in teams to solve problems collaboratively.

Girls Prep or Boys Prep alumni will be resilient young scholars of bold intellect. They will be empathetic leaders, knowledgeable and curious about the world. They will be goal-oriented decision-makers empowered to make choices that will lead to life success.

Our Schools

School Campus	Address	Grades Served	Phone Number
Girls Prep LES Elementary School	442 East Houston Street New York, NY 10002, Room 312	K-4	212-388-0241
Girls Prep LES Middle School	420 East 12th Street New York, NY 10009, Room 203	5-8	212-358-8216
Girls Prep Bronx Elementary School	682 Kelly Street Bronx, NY 10455, Room 205	Pre-K (PrePrep: Joan Ganz Cooney Early Learning Program) - 5	718-901-3855
Girls Prep Bronx Middle School	890 Cauldwell Avenue Bronx, NY 10456, Room 120	6-8	718-665-6090
Boys Prep Bronx Elementary School	192 East 151st Street Bronx, NY 10451	PreK-5	718-860-8774

Academics

Assessments

Our school is founded on the expectation that all students will learn and achieve academic excellence. Teachers are expected to differentiate instruction so that lessons are implemented in a way that meets each student's individual needs. A variety of student data, including both formal and informal assessment, is used by the teacher as she or he plans instruction. Assessments may include:

Assessment	Purpose
STEP Assessment	<ul style="list-style-type: none"> Measuring students' reading growth over time Informing and adjusting teachers' instruction Assigning reading groups, interventions, and determining "just right" level independent reading books
Benchmark Writing Assessments	<ul style="list-style-type: none"> Measuring students' writing growth from the beginning of the year to the end of the year based on the Common Core writing standards Informing and adjusting teachers' instruction
Measures of Academic Progress (MAP Test)	<ul style="list-style-type: none"> Providing data about how students compare to other students nationally Measuring students' reading and math growth over time
Interim Assessments & Biweekly Quizzes in ELA and Math (grades 3-8)	<ul style="list-style-type: none"> Measuring the student's level of mastery of the Common Core State Standards. Informing action plans based on the identified sub-skills. Tracking the growth in student mastery over time.
New York State Tests	Measuring mastery of content and skills developed over the course of the year in ELA, math (3 rd - 8 th graders) and science (for 4 th and 8 th graders)
New York State English as a Second Language Achievement Test (NYSESLAT)	<p>Measuring the proficiency level of speaking, listening, reading and writing in English.</p> <p>*Only administered to students who have been identified as English Language Learners</p>
Teaching Strategies GOLD	<ul style="list-style-type: none"> Measuring students readiness for kindergarten across six dimensions: socio-emotional skills, physical, language, cognitive, literacy, and mathematics

Field Trips

Field trips are integral to the well-rounded education we aim to provide. Throughout the year, we will design learning experiences around the city and beyond that deepen and broaden students' understanding of academic content and the world around them.

Although some field trips will be free for students, certain trips will require a fee to contribute to transportation costs, entrance fees, etc. We will make every effort to keep these fees to a minimum. In addition, when families are notified about a field trip, we may send a list of items needed for the trip. We will try to minimize these requests, but we appreciate assistance from families when we do make these requests.

PreK students will not go on field trips involving transportation until *after* January 1st of the school year.

Grade Placement Policy

Public Prep is committed to providing all students with equitable and effective learning opportunities. We believe that all students learn differently, and thus provide a continuum of interventions and accelerations to meet students where they are and help them achieve. We use an evidence-based, tiered framework of support to ensure positive educational, socio-emotional, and behavioral outcomes for all students. Inclusive schools are places where students, regardless of ability, race, language and income, are integral members of classrooms. All students feel a connection to their peers, have access to rigorous and meaningful general education curricula and receive collaborative support to succeed.

As a network, our mission is to ensure the academic success of all students. The early childhood grades are critical for preparing students for success in the later grades. We take a student-centered and individualized approach to grade placement. In addition to getting to know each child's social and emotional development (social maturity), we use a variety of academic data in order to determine the grade placement that will put each child on a path to college completion and success in life.

We spend an incredible amount of time and energy consulting with each child's teachers and reviewing student work and experiences in order to determine grade placement. In some cases, we may determine that a student requires additional time in a grade in order to be fully prepared for success in the next grade level and beyond. If we determine that this decision is in the best interest of the child, it is because we believe this gift of time is the best choice for the child's educational career. In some cases, we may determine that a student requires additional time in a grade in order to be fully prepared for success in the next grade level and beyond. If we determine that this decision is in the best interest of the child, it is because we believe this gift of time is the best choice for the child's educational career.

Pre-K

NYC Universal Pre-K students are not held to promotion standards. However, your child's teachers will discuss kindergarten readiness with you by assessing your child's:

- Eagerness to learn
- Communication skills; ability to express him/herself and follow oral directions
- Independence
- Attendance
- Social maturity
- Fine motor skills
- Basic letter and number recognition

Elementary & Middle School

Each grade is critical for preparing students for success in the following grades. We take a student-centered and individualized approach to grade placement. In addition to getting to know each child's social and emotional development (social maturity), we use a variety of academic data in order to determine the grade placement that will put each child on a path to college completion and success in life.

When we believe that a student may benefit from an additional year of learning, we inform families by no later than February 1st. Within one week of being notified that a student may need additional time, teachers will contact families to discuss their child's individual learning needs and the steps the school has taken and will take in order to fully support the child. On the March report card, families will receive an update on whether an additional year of learning may be necessary. The final decision will be made by the school principal and teams of teachers upon completion of the final marking period in June. The principal reserves the right to exercise discretion at any time in the school year to put a student in the environment that best supports his/her learning, including the most appropriate grade level.

Students who meet any of the below criteria at Mid-Year will receive letters indicating that they may benefit from an additional year of learning.

Kindergarten	First	Second
<ul style="list-style-type: none"> ● STEP at or below level 3 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● STEP at or below level 5 ● Below 30th percentile on Spring MAP Reading or Math ● Below 30th percentile for Growth on Spring MAP Reading or Math ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● STEP at or below level 7 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days
Third	Fourth	Fifth
<ul style="list-style-type: none"> ● STEP at or below level 9 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● Average score of 16% or less of the highest three (3) PPN Math bi-weekly quizzes. ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● STEP at or below level 9 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● Average score of 16% or less of the highest three (3) PPN Math bi-weekly quizzes. ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● STEP at or below level 10 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● Average score of 16% or less of the highest three (3) PPN Math bi-weekly quizzes. ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days
Sixth	Seventh	Eighth
<ul style="list-style-type: none"> ● Below 25th percentile on Spring MAP Reading or Math ● Average score of 16% or less of the highest three (3) PPN Math bi-weekly quizzes. ● At least one D on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● Below 25th percentile Spring MAP Reading or Math ● Average score of 16% or less of the highest three (3) PPN Math bi-weekly quizzes. ● At least one D on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● Below 25th percentile on Spring MAP Reading or Math ● Average score of 60% or less of the highest three (3) PPN Math bi-weekly quizzes. ● At least one D on report card in core academic subjects ● More than 10% missed instructional days

Families will be notified in writing if their students may be best served by an additional year of learning. Families are encouraged to meet with the classroom teacher(s) following this notification. The Principal makes final decisions about grade placement in June and reserves the right to exercise discretion at any time in the school year to put a student in the environment that best supports his/her learning, including the most appropriate grade level.

Homework

Homework is an essential part of our program designed to reinforce skills taught in the classroom, help students develop a deeper understanding of concepts, and promote disciplined study habits needed for college. In addition to nightly reading, homework may be assigned every night, including weekends and school breaks. Homework must be fully completed and reflect high quality work and effort.

To support students in keeping track of their assignments, all students are provided with a binder or folder (elementary school) or daily planner (middle school). **The student's family will receive a phone call or email from the teacher if their child has missed several assignments.** We expect and need family support to make sure all the homework is done to the highest standard of academic excellence.

Progress Report, Report Cards and Family Teacher Conference

We believe it is important for teachers and families to communicate regularly about student progress. During the middle of each trimester, families will receive a progress report which outlines the student's progress across all graded courses. This document outlines student progress in the areas of English Language Arts, Math and Core Values/Behavior.

At the end of each trimester, families will receive a report card and participate in family-teacher conferences (elementary school)/family-student-teacher conferences (middle school). The report card outlines students' progress and performance in both academic and character skills. As outlined in the Commitment to College Completion signed at the beginning of the year, families are expected to attend all family-teacher conferences. The purpose of the conference is for teachers and families to have the opportunity to discuss the student's progress from the prior term and to discuss academic and behavior goals for the upcoming term.

Reading

Our school hopes to nurture a deep love of reading. There is a strong correlation between reading and academic success; therefore, students are expected to read every night. Through nightly reading, students will gain knowledge, strengthen their vocabulary, and improve their writing skills. Families can support this expectation by providing a quiet reading space at home and asking their child about what he/she is reading. Families are required to sign a reading log every night (Pre-K and elementary school).

Special Populations

Public Prep is committed to providing all students with equitable and effective learning opportunities. We believe that all students learn differently, and thus provide a continuum of interventions and accelerations to meet students where they are and help them achieve. We use an evidence-based, tiered framework of support to ensure positive educational, socio-emotional, and behavioral outcomes for all students. Inclusive schools are places where students, regardless of ability, race, language and income, are integral members of classrooms. All students feel a connection to their peers, have access to rigorous and meaningful general education curricula and receive collaborative support to succeed.

Students also receive related services according to mandates on the IEP. Public Prep is committed to partnering with families and the district CSE to ensure that all students receive high quality services. If you feel like your child needs to be evaluated for special services, please speak directly with school leadership to begin the referral process.

Additionally, our school will collaboratively develop 504 plans to ensure that individuals with diagnosed needs are accommodated in the school environment. These require annual renewal and a visit to a physician. Families can initiate the process of developing a 504 plan by contacting school leadership.

Multilingual Learners

We value the linguistic diversity of our multilingual learners and ensure they have access to a rigorous standards-based curriculum, while simultaneously receiving intensive support to build English language skills.

State Testing Policy

The NYS test is one of the four key performance indicators that our school uses to track our students' growth. It is, therefore, a core element of our academic program from which students and families **may not "opt out."** We have high expectations for our students, and believe that all of them deserve the opportunity to show what they know on this important assessment.

Teacher Qualifications

Our school goes to great lengths to recruit and retain excellent teachers. Candidates submit detailed applications, are interviewed at least twice, are observed teaching a model lesson, and are fingerprinted by the New York City Charter Center and Department of Education. Only the highest caliber candidates are offered jobs at our school. In compliance with the Freedom of Information Law (FOIL), families have the right to request information regarding the professional qualifications of their child's classroom teachers, including information regarding certification and academic degrees. All Fellows have bachelor's degrees from accredited colleges and universities. Upon written request to the Principal/Director of Operations, this information will be provided to the requesting family in a timely manner. If you have a question or concern about your child's teacher, please initially speak to the teacher directly before directing your concern to the administration.

Culture

Core Values

Our Core Values of scholarship, merit, community (brotherhood/sisterhood) and responsibility are woven into all that we do. We are certain that through hard work, dedication and a strong belief in success, we will achieve our mission.

Pre-K & Elementary School Language	Middle School Language
<p style="text-align: center;"><i>Scholarship</i></p> <p style="text-align: center;">“I learn new things every day”</p> <p>All community members will:</p> <ul style="list-style-type: none"> ● Ask questions and pursue answers ● Use multiple strategies in problem solving ● Be willing to work to their fullest potential ● Make connections between learning experiences in and out of school 	<p style="text-align: center;"><i>Scholarship</i></p> <p style="text-align: center;">“I determine my future through hard work and education”</p> <p>All community members will:</p> <ul style="list-style-type: none"> ● Think hard, creatively, and originally each day ● Ask clarifying questions and expand their responses when necessary ● Independently seek information about new topics ● Form and defend an opinion based on contextual evidence
<p style="text-align: center;"><i>Merit</i></p> <p style="text-align: center;">“The harder I try, the more I achieve”</p> <p>All community members will:</p> <ul style="list-style-type: none"> ● Set high standards and personal goals for improvement ● Produce work that demonstrates excellence ● See tasks through from start to finish ● Be proud of their personal achievements and the achievements of others ● Believe in themselves and try their hardest 	<p style="text-align: center;"><i>Merit</i></p> <p style="text-align: center;">“My effort leads to my achievement”</p> <p>All community members will:</p> <ul style="list-style-type: none"> ● Take intellectual risks and try new things ● Persevere, especially after experiencing failure or making a mistake ● Recognize and manage stress in a positive and productive manner ● Advocate for yourself by asking for help ● Embrace the struggle
<p style="text-align: center;"><i>Brotherhood/Sisterhood</i></p> <p style="text-align: center;">“I depend on my brothers/sisters and they depend on me”</p> <p>All community members will:</p> <ul style="list-style-type: none"> ● Show respect for themselves and others ● Support those who need help and accept help when needed ● Acknowledge and encourage the efforts of others ● Value each learner, teacher and leader ● Treat others with kindness and respect 	<p style="text-align: center;"><i>Sisterhood</i></p> <p style="text-align: center;">“I support my sisters and they support me”</p> <p>All community members will:</p> <ul style="list-style-type: none"> ● Include others and appreciate their differences ● Encourage each other to make the right choices ● Treat all community members respectfully ● Commit to community service ● Listen patiently and speak calmly ● Build positive relationships with others
<p style="text-align: center;"><i>Responsibility</i></p> <p style="text-align: center;">“I choose to do the right thing (even when no one is watching)!”</p> <p>All community members will:</p> <ul style="list-style-type: none"> ● Have the confidence and courage to do what is right ● Work together to make the community better ● Transform better into best ● Admit mistakes and work to fix them 	<p style="text-align: center;"><i>Responsibility</i></p> <p style="text-align: center;">“I am responsible for myself and for the impact of my actions”</p> <p>All community members will:</p> <ul style="list-style-type: none"> ● Maintain a safe and clean learning environment ● Own their mistakes and commit to improve ● Show integrity: do the right thing, even when no one is watching ● Be prepared with their proper uniform, materials, and homework every day

Community Expectations

<p>Come to school prepared to learn, teach, and lead</p> <p><i>This means that all community members:</i></p> <ul style="list-style-type: none"> ❖ complete their required work each night <ul style="list-style-type: none"> -students complete homework and reading -families review work and daily reports -staff prepares for daily activities ❖ bring all appropriate materials to school ❖ come to school on time and stay the entire day ❖ wear appropriate dress in accordance with dress codes ❖ are present in school every day ❖ bring tools for learning to school (and only tools for learning) ❖ collaborate with others ❖ participate in all learning activities ❖ actively listen to others <ul style="list-style-type: none"> -track the speaker -make and maintain eye contact -ask questions or make comments 	<p>Make healthy choices</p> <p><i>This means that all community members:</i></p> <ul style="list-style-type: none"> ❖ come to school well rested <ul style="list-style-type: none"> -students get at least 8 hours of sleep at night ❖ make healthy food choices and adhere to our healthy food policy ❖ wear weather appropriate clothing ❖ ask permission to use others belongings ❖ participate in physical activities ❖ take care of themselves and others <ul style="list-style-type: none"> -wash hands regularly -keep non-food items out of mouths
<p>Care for all community members</p> <p><i>This means that all community members:</i></p> <ul style="list-style-type: none"> ❖ treat others with kindness and respect <ul style="list-style-type: none"> -always keep hands and feet to themselves ❖ support those who need help ❖ Refer to community members by their name ❖ respectfully agree or disagree. ❖ ask for help when help is needed 	<p>Believe in yourself and try your hardest</p> <p><i>This means that all community members:</i></p> <ul style="list-style-type: none"> ❖ ask for and accept help when needed ❖ set high standards and personal goals for improvement ❖ understand that mistakes are part of learning ❖ trust themselves and their abilities ❖ transform better into best ❖ complete every assignment with EXCELLENCE
<p>Respect our environment</p> <p><i>This means that all community members:</i></p> <ul style="list-style-type: none"> ❖ use learning tools responsibly <ul style="list-style-type: none"> -take care of school property -take care of personal possessions ❖ use language and use materials that display Core Values ❖ ask permission to use others belongings ❖ clean up after themselves ❖ work together to take care of community spaces ❖ walk quietly in designated areas and hallways 	

Home Visits

A strong family-school connection is vital for student success. This connection begins and is reinforced each year through our home visits. The purpose of the Home Visit is to strengthen the family-school partnership, ensure that proper supports are in place for the family and the student, review school systems and expectations, and hear from families and the student about anything important they want to share. We prefer that these visits are done in your home, however, they may be arranged at a local library, coffee shop, or the school.

Respectful Communication

The expectation at our school is that *all* community members speak to each other with respect. Our school community includes, but is not limited to: fellow families, school staff, members of our co-located school (if applicable), building custodial staff, volunteers and students. Respectful communication includes verbal, written, email, and any social networking sites. **If you have any concerns regarding student issues, please DO NOT directly address any of the**

students. Instead, let a staff member know immediately. Note that failure to communicate respectfully with members of our school community will result in limited or restricted access into the school building (*see Limited Access Policy*).

Uniform and Dress Code

We focus on what’s inside, not outside. In order to reinforce school unity, students must wear the official school uniform. Uniforms unite us as a community, reduce distractions and clothing competition, and make us all equal. All students are required to arrive to school and leave school in their school uniform, including field trips, half-days, day before a major holiday and the last day of school (unless otherwise noted by school leadership). Students are not allowed to change out of uniform at the end of the school day. If a student does not arrive to school in proper uniform, s/he will need to borrow a loaner uniform, if available, or have a family member bring a uniform to school for him/her to change into.

Note: We do not dress up for Halloween or any other holiday. Opportunities for dressing up/down are announced by the school leadership team.

The official school uniform can be ordered online at www.flynnohara.com or by visiting the store:

Flynn & O’Hara
 136 Westchester
 Square
 Bronx, NY 10461
 (718) 863-7561

Please note below the general uniform guidelines. For a complete policy, please request one from the SFA office:

School/Program	Official School Uniform Items					
PrePrep: Joan Ganz Cooney Early Learning Program.	Top	Bottom	Sweater	Socks	Shoes	
	Yellow Pre Prep T-Shirt Orange Pre Prep T-Shirt *All shirts must have the logo.	Plain Navy blue pants *Can be from any store/brand	Gray crewneck sweatshirt with Pre Prep logo *No Hoodies	Any color socks.	Any color velcro sneakers *No light up sneakers	
Girls Prep Bronx Elementary School	Grade	Top	Bottom	Sweater	Stockings/Socks	Shoes
	Kindergarten, 1st Grade, and 2 Grade	White Peter Pan White Polo *All shirts must have the logo on the shoulder	Navy Jumper with logo *Students may wear navy pants under their jumpers in the winter.	Navy cardigan, plain or with the logo. Navy fleece, plain or with the logo. *No Hoodies	Any color stockings, knee highs leggings or socks.	All black, brown or navy Mary Jane shoe with strap across the ankle. or All black or navy sneakers.
	3rd Grade, 4th Grade and 5th Grade	White Oxford White Polo *All shirts must have the Girls Prep logo.	Navy Skort with logo Navy Kilt with logo Navy Blue Pants			

Girls Prep Lower East Side Elementary School					
Grade	Top	Bottom	Sweater	Stockings/Socks	Shoes
Kindergarten, 1st Grade, and 2 Grade	White Peter Pan White Polo *All shirts must have the logo on the shoulder	Navy Jumper with logo *Students may wear navy pants under their jumpers in the winter.	Navy cardigan, plain or with the logo. Navy fleece, plain or with the logo.	Any color stockings, knee highs leggings or socks.	All black, brown or navy Mary Jane shoe with strap across the ankle. or All black or navy sneakers.
3rd Grade And 4th Grade	White Oxford White Polo *All shirts must have the Girls Prep logo.	Navy Skort with logo Navy Kilt with logo Navy Blue Pants	*No Hoodies		

Girls Prep Middle School				
Top	Bottom	Sweater	Stockings/Socks	Shoes
White Oxford White Polo Purple Polo *All shirts must have the Girls Prep logo.	Navy Skort with logo Navy Kilt with logo Navy Blue Pants	Navy cardigan, plain or with the logo. Navy fleece, plain or with the logo. *No Hoodies	Blue, black or white stockings, knee highs, leggings or socks.	All black or navy flat rubber sole shoes or sneakers. *No Boots

Boys Prep				
Grade	Top	Bottom	Sweater	Shoes
Kindergarten, 1st Grade and 2nd Grade	Gray long/short sleeve polo with logo	Navy Pants	Navy crew neck sweatshirt, fleece, v-neck sweater, or vest plain or with the logo.	All black or navy sneakers.
3rd Grade and 4th Grade	Light Blue long/short sleeve polo with logo			
5th Grade	Purple short sleeve polo with logo. Blue oxford short/long sleeve with logo AND Navy Bowtie	Khaki Pants	Navy crew neck sweatshirt, navy fleece, navy v-neck sweater, or navy vest with the logo.	

Jewelry and Other Accessories (General guidelines)

We would prefer if students do not wear jewelry. Large earrings, multiple chains, rings, and bracelets distract from the uniform and from learning. In addition, such items can get lost or stolen. If a student chooses to wear jewelry, it must be modest.

The school has the authority to determine what jewelry is inappropriate, excessive or distracting and a student will be asked to remove such items. **We are not responsible for lost or damaged jewelry.**

Hats may not be worn during the school day.

Makeup, Hair & Nails:

- Absolutely no makeup for Pre-K and Elementary students (only lip balm permitted).

- Middle school students with excessive and distracting makeup may be asked to remove it at a staff member's discretion (absolutely no makeup items should be out and being applied during the school day).
- Hair accessories, bangs covering the eyes, or hairstyles that distract the student or those around them will not be permitted.
- Religiously-mandated head coverings such as hijabs are, of course, respected. No sleep headdresses, hair nets, do-rags, shower caps, etc.
- Artificial nail extensions are not permitted for PreK-Elementary students.
- Nail accessories or polish that distracts the student or those around them will not be permitted.

Undergarments must not be visible through the uniform shirt (please avoid bright colors); sagging pants not permitted.

Unity Meetings

Unity Meetings are an important part of our school culture. During Unity Meetings our school gets together to celebrate our four core values: Scholarship, Merit, Sisterhood/Brotherhood, Responsibility. Unity Meetings are focused around the development and demonstration of our core values and may be used to teach or reinforce a particular value and/or recognize student effort and achievement. Families are welcome to attend Unity Meetings! Please refer to the monthly calendar and the Weekly Blossom/Tangram for more information about upcoming Unity Meetings.

Commitment to College Completion

The School Commitment:

The faculty and staff at Public Prep Network Schools, believe in your child's success and college completion. Therefore, we are committed to being a school that places great emphasis on not only access to, but completion of a degree from a four-year university. Believing wholeheartedly that his/her degree is a gateway to living a productive life of freedom and choice, we commit to providing him/her with a safe and positive learning environment where:

- S/he will receive a solid academic foundation so that s/he will one day enter and complete the college of his/her choice
- S/he will be held to high academic and behavioral standards
- His/Her teachers will challenge him/her to develop critical thinking skills
- S/he is offered opportunities to demonstrate self-control and personal growth
- We will communicate regularly with your family regarding his/her progress and respond to all communications within 36- 48 hours

The Family Commitment:

I, Family Representative's Name, have chosen Public Prep Network for my child because I share the vision and commitment to college completion. I understand that my relationship with Public Prep Network is central to my child's success. I agree to support his/her learning and ensure that s/he is on a path to earning his/her college degree by doing the following:

- Ensure my scholar is prompt and present every day and not deprived of his/her learning
- Attend all family conferences each year
- Hold him/her responsible for doing his/her homework and reading independently for at least 20 minutes or with me every night
- Respond to all communications within 36-48 hours
- Make sure s/he wears his/her complete uniform every day
- Communicate respectfully with every member of the school community, using the core values as a guide (this includes verbal communication, email and any social networking sites)
- Work as a partner with the school to honor their systems and collaborate on plans to support my student.

The Scholar's Commitment:

My family, my school and I know that I will enter and complete the college of my choice. I will do the following to make sure that I earn my college degree:

- Come to school prepared to learn, wearing my complete school uniform to avoid distraction
- Maintain high expectations for myself
- Attend school and arrive on time every day in accordance with the school's schedule

- Complete all class and homework assignments on time and with excellence
- Read every night to develop excellent reading and study habits
- Communicate respectfully with every member of the school community, using the core values as a guide (this includes verbal communication, email and any social networking sites)

Commitment to College Completion Certificate

PUBLIC PREP MISSION

At Public Prep, Girls Prep and Boys Prep scholars are challenged to think and work hard every day.

We start early with the end of college completion in mind. We create a warm and joyful culture of rigor in which scholars build strong character by adopting the core values of community, merit, responsibility, and scholarship. Our scholars master the ability to read, write, listen, speak, create, and think deeply across disciplines, with a particular focus on science, the arts, and math. They work independently and in teams to solve problems collaboratively.

Girls Prep or Boys Prep alumni will be resilient young scholars of bold intellect. They will be engaged in learning, knowledgeable and curious about the world. They will be goal-oriented decision-makers empowered to make choices that will lead to life success.

Public Prep is the nation's only non-profit network that exclusively develops exceptional, tuition-free Prep and single-sex elementary and middle public schools. We are determined to produce top grade scholars who strive to "right-fit" high-performing public, private, or parochial high schools, and ultimately earn a degree from a four-year college or university.

publicPREP | girlsPREP | boysPREP | prepPREP

**Commitment to College Completion
CERTIFICATE
2018-2019**

Scholar: First class

Scholars need the support of the family, the school community and the network to reach this commitment. The undersigned commit to work as individuals and together as a team to ensure that the scholar is on a path to earn a degree from a four year college or university.

SCHOLAR: _____ TEACHER: _____

FAMILY: _____ SCHOOL: _____

NETWORK:

Sam Stone *Shirley Anderson*

COMMUNITY | MERIT | RESPONSIBILITY | SCHOLARSHIP

NY529 College Savings Account Program

As a symbol of our commitment to college completion and belief that it is important to begin planning early, we encourage our families to open a NY 529 College Savings account which can be opened with a minimum of \$25; earnings grow federally tax-free. Public Prep makes a contribution to newly opened accounts and yearly contributions when families deposit at least \$25 each year. Additional incentives are offered to families each school year. Families interested in learning more about opening a NY529 College Savings account and the contributions that can be earned, should inquire in the office of Student and Family Affairs.

Behavior, Social, and Emotional Support

We are committed to providing a safe and responsive school community where students feel safe and can develop the skills and confidence to compete at the highest academic levels and display the character traits needed to enter and complete college. We partner with families to reinforce academic, behavioral, and socio-emotional expectations and systems. Our goal is to empower our students to do the right thing at all times, reinforce their ability to develop the skills needed to be successful, and celebrate the good things that happen in their lives as a result.

Student and Family Affairs Team

The ***Student and Family Affairs Team (SFA Team)*** serves as a resource to faculty members, students, and students' families on behavior, emotional health, and social skills. Members of the SFA team may do any of the following:

1. Contact the families of students who are consistently late or absent to determine solutions so that their child arrives at school on time and in accordance with the school's academic calendar.
2. Contact the families of students who have trouble meeting behavioral expectations in order to determine individualized behavioral solutions.
3. Contact Children's Services if the student exhibits signs of abuse or neglect (i.e. patterns of lateness to school and absence from school, late pick-up from school; being consistently unkempt or dirty; exhibiting signs of physical abuse).
4. Organize group activities that focus on developing specific social skills.
5. Serve as a resource to faculty members and families on different strategies to help students succeed in school.
6. Provide counseling or refer families to outside support services as needed.
7. Provide support and/or guidance to families in times of hardship.
8. One assigned member of the team serves as the liaison between the Community Council and the school.

Behavior Crisis Response Team

Public Prep schools are a safe and supportive environment for all of our students. We realize that sometimes children may not be able to safely control their bodies at times of emotional crisis. Public Prep's curriculum is designed to help students learn to self-regulate and de-escalate conflicts. In the event that a student loses control of their body and becomes a danger to themselves, other students, teachers or staff, Public Prep schools have Behavior Crisis Response Teams (BCRT) that are properly trained to defuse behaviors that are violent and disruptive.

Members of the BCRT are certified in the Crisis Prevention Institute's Non-Violent Crisis Intervention. This training helps staff members identify student behaviors and respond appropriately in a number of different situations. Non-Violent Crisis Intervention interventions include physical restraint. Restraint is rarely used at Public Prep schools. BCRT teams will always try several strategies to help a student regain control of their body before restraint is used.

If a student is physically restrained, the school will notify the parent within 24 hours. The notification will include the reason for physical restraint and the length of time that the student was restrained. BCRT members will document any intervention that lead to physical restraint, and a copy of that documentation will be provided to parents on request.

Code of Conduct

Safe, Healthy, and Inclusive Learning Environment

Public Prep Network is committed to providing a safe, inclusive, healthy learning environment. All community members are expected to follow the Community Expectations and live our Core Values. Public Prep believes that fair is not equal and is prepared to to meet our scholars needs to the best of our ability.

Progressive Discipline

Public Prep Network follows a progressive discipline system where, with support and high expectations from adults, students are expected to view logical consequences as a learning opportunity to make better choices in the future. We believe that any disruption to the learning community is unacceptable. In instances when the learning community is disrupted, our schools will take into consideration the student's age, maturity and previous disciplinary record as well as

the circumstance surrounding the incident when issuing consequences for a discipline infraction. In an effort to promote our core values and address student behaviors that disrupt the learning community, we will exercise the range of disciplinary responses listed below. By law, Public Prep Network is required to refer to a student's IEP, BIP and 504 Accommodation Plan, when applicable.

The following behaviors will be immediately addressed by our school based teams, using a range of possible logical consequences related to the matter. All consequences are in an effort to repair the harm to the community and introduce the student back in to the learning community safely. Infractions and their consequences are tracked in our student database.

Infraction Levels

Level 1 - Non Compliant and distracting behavior
Level 2 - Disorderly and disruptive behavior
Level 3 - Aggressive harmful behavior
Level 4 - Dangerous violent behavior

Level 1 Infraction	
Community Expectation	Infraction Description - Including but not limited to
Come to school prepared to learn, teach, and lead	<ul style="list-style-type: none"> ● Incomplete homework ● Out of uniform ● Not following expectations
Care for all community members	<ul style="list-style-type: none"> ● Minor verbal disrespect or hurtful words to community members ● Making inappropriate noise that disrupts the learning community
Respect our environment	<ul style="list-style-type: none"> ● Using items unrelated to school (toys or other unauthorized electronics. ● Not cleaning up after yourself and/or leaving trash.
Make healthy choices	<ul style="list-style-type: none"> ● Violation of the Healthy Food Policy.
Believe in yourself and try your hardest	<ul style="list-style-type: none"> ● Refusal to complete assignments
Level 1 Possible Action - Including but not limited to	
<ul style="list-style-type: none"> ● Verbal/Non-verbal reminder from staff ● Redirection from staff ● Loss of privilege ● Reflection/Time Out ● Additional homework assignment/reflection ● Making up lost learning time during student social time (snack, recess, lunch) ● Confiscation of items unrelated to school ● Conference with student ● Family conference or phone call with teacher or referring staff member 	
Level 2 Infraction - <i>Repeated level 1 infractions can become level 2 infractions after several reminders and interventions.</i>	

Community Expectation	Infraction Description- Including but not limited to
Come to school prepared to learn, teach, and lead	<ul style="list-style-type: none"> ● Refusing to actively listen to community members. ● Constantly arriving to school late.
Care for all community members	<ul style="list-style-type: none"> ● Verbal and/or physical disrespect to community members, cursing, refusal with words and with body, teasing, yelling or screaming, and gestures.
Respect our environment	<ul style="list-style-type: none"> ● Using school materials in an unsafe way ● Using school materials without permission
Make healthy choices	<ul style="list-style-type: none"> ● Leaving the classroom without permission
Believe in yourself and try your hardest	<ul style="list-style-type: none"> ● Repeated level 1 infraction after several reminders and interventions.
Level 2 Action	
<ul style="list-style-type: none"> ● Step Out - To a buddy classroom ● Send Out - SFA Office ● Loss of privilege for an extended period of time ● Alternative setting and or space for lunch and recess ● Alternative seating out of the community ● Family conference with teacher and/or Dean of Culture or Academic Director ● Family shadow ● Additional homework assignment/reflection/project ● Community service project ● Detention (<i>Middle School</i>) 	
Level 3 Infraction - Repeated level 1 or 2 infractions can become level 3 infractions after several reminders and interventions.	
Community Expectation	Infraction Descriptions- Including but not limited to
Come to school prepared to learn, teach, and lead	<ul style="list-style-type: none"> ● Repeated violation of school policies (attendance, uniform, healthy food)
Care for all community members	<ul style="list-style-type: none"> ● Verbally aggressive/ threatening behavior ● Physically aggressive behavior (play-fighting or horseplay, hitting, kicking, spitting) ● Making threats ● Taking items without permission
Respect our environment	<ul style="list-style-type: none"> ● Throwing, pushing, kicking, sliding classroom materials. ● Vandalizing community property
Make healthy choices	<ul style="list-style-type: none"> ● Violation of Technology/Internet Safety policy ● Leaving the school building without permission
Believe in yourself and try your hardest	<ul style="list-style-type: none"> ● Giving dishonest or misleading information ● Academic dishonesty ● Committing a level 2 infraction after interventions and consequences

Level 3 Action - Including but not limited to

- Send Out**
- Family Conference with Dean of Culture, Academic Director and Principal
- Loss of privilege
- Apology to community
- Alternative seating out of the community
- Alternative learning environment
- Alternative setting for lunch and recess
- Additional homework assignment/reflection/project
- Community service project
- Family shadow
- Detention (*Middle School*)
- Suspension
- Superintendent/Designee Meeting
- Expulsion

Level 4 Infraction - Repeated level 1-3 infractions can become level 4 infractions after several reminders and interventions.

Community Expectation	Infraction - Including but not limited to
Come to school prepared to learn, teach, and lead	<ul style="list-style-type: none"> ● Disregard for school wide policies and procedures ● Serious/dangerous disruption of the learning environment
Care for all community members	<ul style="list-style-type: none"> ● Targeted, repeated harassment towards a community member ● Discrimination including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. ● Fighting - on and off school property ● Unwanted/ unsafe touches ● Using internet service or any technology (such as web pages and discussion groups as well as instant messaging or SMS text messaging) to support deliberate, repeated, and unkind hostile behavior by an individual or group with the intention of harm
Respect our environment	<ul style="list-style-type: none"> ● Destroying community property ● Tampering with the fire alarm
Make healthy choices	<ul style="list-style-type: none"> ● Threatening to harm another member of the community ● Possession, using, selling or sharing tobacco, cigarettes, e-cigarettes, vape, hookah, lighters, alcohol, illegal or controlled substances. ● Possession, using, selling or sharing a dangerous object
Believe in yourself and try your hardest	<ul style="list-style-type: none"> ● Committing the same infraction after suspension, logical consequences, and intervention. ● Committing a level 3 infraction after logical consequences and intervention.

Level 4 Actions- - Including but not limited to

- Family Conference with Superintendent
- Loss of privilege
- Apology to community

- Alternative seating out of the community
- Alternative learning environment
- Alternative setting for lunch and recess
- Additional homework assignment/reflection/project
- Community service project
- Family shadow
- Detention (*Middle School*)
- Suspension
- Superintendent/Designee Meeting
- Expulsion

Infractions and their consequences are documented in our student database. **The Principal, Director of Student and Family Affairs and Dean reserve the right to exercise discretion and educational judgment in all cases.**

Progression of Consequences

At Public Prep students are not permitted to take away other students' learning time, however, low level behaviors should not be a reason for removing a student from class. All staff members are expected to hold all students to Community Expectations and follow our code of conduct if those expectations are not upheld. This includes using the Kickboard System to communicate feedback with students and families along with logical consequences and taking time to meet privately with students that are having difficulty meeting expectations.

Behavior Supports and Interventions

Tier 1 Behavior Intervention - *Examples include but not limited to*

Social Emotional Curriculum

- Students are taught k-5 specific techniques to identify strong feelings. After identifying the feeling students are taught to problem solve and navigate their feelings in a safe way.

Least Invasive Redirection

- Delivering consistent and effective Nonverbal Interventions
- Effectively delivering verbal corrections, both Public Group Corrections and individual corrections..
- Anonymous Individual Corrections, for when teachers have to correct publicly
- Using Whisper Corrections to maintains as much student privacy as possible

Logical Consequences - "Break it, fix it"

- When something has been broken or made a mess, the student will have the opportunity to fix or clean up the mess as related to the mistake.

Logical Consequences - "Loss of privilege"

- If a student does not meet expectations, he or she may lose the opportunity to use school materials, classroom job or other responsibilities earned until the student can show that he/she is following expectations.

Logical Consequences - "Reflection"

- **Reflection Space (Elementary School)/ Peace Place (Middle School)**
 - Each classroom will have a designated space available for students who are asked to take time-out in order to reflect on their behavior choices or "cool down" and refocus on learning. **Teachers may ask a student to spend time in the reflection space as a logical consequence when his/her behavior is disruptive and other attempts to get him/her back on track have not been successful.** Teachers must be very explicit with the student about what they want the student to do in the reflection space. The student may be

asked to fill out a reflection sheet or an apology of action that assists in the reflection process. Reflection sheets are connected to Public Prep Core Values and used to assist the student to think about his/her choices and how to make a different choice in the future so that learning time is not interrupted. In class reflection time should not be longer than 10 minutes.

Step Out

After a student has received several least invasive redirections and done an in-class reflection, a student may be asked to leave the classroom if the behavior persists and a student is unable to quietly reflect in their classroom. The step out is in buddy classroom already determined by the classroom teachers. When a student steps out to another classroom the student is expected to complete a reflection or take a break for no longer than 10 minutes. The referring staff member is responsible for ensuring the student returns to the classroom and conferencing with him/her upon re-entry. The conference should include clear next steps for support or intervention to help the student get back on his or her learning.

Send Out

When a student has received step out in another class and has not begun to meet behavioral expectations, the supervising staff member may send the student to the Student and Family Affairs Office. **A Send Out Slip must be completed by the reporting staff member.** An appropriate consequence will be determined in collaboration with the SFA Office and the referring staff member. When the consequences is determined communication will be made to the students' family.

Tier 2 Behavior Intervention - *Examples include but not limited to*

Check In Check Out System

The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.

Modified Functional Behavior Assessment

A functional behavior assessment will help to determine why certain behaviors are presenting. The assessment consists of multiple observation on different days during different times of target behaviors, antecedents and conclusions.

Individual Behavior Intervention Action Plan

During a formal meeting with school based leadership teams and a network representatives, clear goals, objectives and interventions will be finalized into an individual behavior intervention action plan. The plan will be shared with the student and his/her family. The plan will include behavior goals and a communication plan to revisit goals and determine progress of the interventions. *All students that are suspended will have an Individual Behavior Intervention Action Plan that will highlight interventions to support their behavior goals following the suspension. This plan will be created during the suspension re-entry meeting.*

Individual Incentive Systems

An incentive system will be put into place for a student that is struggling to meet expectations. The incentives will be based on motivation for the student and then there will be a gradual release of these incentives as the student makes progress to meeting expectations.

Structured/Scheduled Breaks

During the school day the student will have scheduled when he/she is able to leave the classroom and participate in movement and or brain break from the routine of the regularly scheduled day.

At Risk Counseling - Individual or Group

At risk counseling will be offered to students that are having behavioral and academic challenges. These counseling sessions are based on a 6 week schedule during this time with the school social worker students will be offered sessions

including but not limited to support developing relationships with peers and adults, more in depth sessions of our current social emotional curriculum, turn taking, and anger management strategies.

Tier 3 Behavior Intervention - *Examples include but not limited to*

Tier 3 Behavior Intervention Action Plan

Clear goals and objectives will be finalized before a plan is formally introduced to the student. The plan will include behavior goals and a communication plan to revisit goals and determine progress of the intervention based on a previous behavior intervention action plan created post suspension.

Functional Behavior Assessment

A functional behavior assessment will help to determine why certain behaviors are presenting. The assessment consists of multiple observation on different days during different times of target behaviors, antecedents and conclusions.

Behavior Improvement Plan

Data from the FBA is used to create a behavior improvement plan that will support the student during the school day. This plan will be revisited and changed to meet student need throughout the year.

Individual Safety Plan

An individual safety plan will be created to support students in crisis. This plan is an extension of the Building Crisis Response Plan and tailored to meet specific need for an individual student.

Mandated Counseling

Counseling that is required as part of an IEP.

Discipline Procedures

Suspension & Expulsions (includes Due Process)

Administration will proactively work with families and students to prevent a suspension or expulsion. We depend on families, as our partners, to support their son/daughter in adhering to school expectations and character development.

Suspension

Suspension is the temporary removal of a student from the regular school program because his/her behavior presents a clear and present danger of injury to his/herself or others, prevents the orderly operation of classes or other school activities, or negatively affects the health, safety, welfare and/or morals of others. For severe or repeated violations of our core values and our community expectations, students may be assigned to in-school or out-of-school suspension. If a student is assigned in-school suspension, the student is not allowed to participate with classmates in any part of the school day. Classwork and alternative instruction will be provided. The student will be separated and supervised throughout the day. If a student is assigned to out-of-school suspension, he/she may not come to school for the period of the suspension, except for the designated time for alternative instruction.

Alternative instruction (not just homework) is live instruction, provided by a certified or NCLB highly qualified teacher, 1 hour for elementary school students and 2 hours for middle school students. During the time of an out-of-school suspension, the student, can come to an assigned room within the school for instruction. Students who attend alternative instruction will not be marked absent. The suspended student and his/her family will be informed of the reason for any planned suspension in writing, and a copy of the suspension letter will be placed in the student's file. Whenever possible, notification will also be provided by telephone. While on suspension, in-school or out-of-school, students are not permitted to participate in any after school activities or events that are sponsored by the school.

Short-Term Suspension (5 days or less)

As per our due process policy, within 24 hours of a short-term suspension, the student and his/her guardian will be given written notice of the suspension and description of the incident, as well as an offer to partake in an informal conference with the principal or his/her designee. The student and/or parent may present the student's version of the incident

and/or ask questions in reference to the incident. The principal or his/her designee reserves the right to make the final decision about the short-term suspension. The notice will also give the family information about the alternative instruction the student will receive while suspended.

Long-Term Suspension (6 days or more)

As per due process policy, within 24 hours of a long-term suspension, the student and his/her guardian will be given written notice of the suspension and charges against the student. The notice will inform the guardian of his/her right to have a suspension hearing (including the date and time for the suspension hearing), his/her right to have an attorney present, his/her right to question witnesses and present evidence at the hearing, as well as information about the alternative instruction the student will receive while suspended.

The guardian/family and student has a right to a suspension hearing within five days of the planned suspension. If the family needs more time to obtain an attorney, the guardian may request to reschedule the hearing. The student may remain in alternative instruction until the hearing occurs and the impartial hearing officer makes a decision about the suspension. If the student's presence poses a continuing danger to persons or property, an informal family conference shall take place as soon as possible after the suspension.

Expulsion

Expulsion is the permanent removal of a student from the school.

The following behaviors may result in a recommendation by the school officials for immediate student expulsion: \selling, using, or possessing fireworks or contraband; selling or transferring alcohol, drugs, or other controlled substances or drug paraphernalia(lighters, matches); possession of a weapon; assault; commission of a felony; any act which school officials reasonably conclude warrants an expulsion; repeated offenses that have resulted in short- or long-term suspensions.

An expulsion may be imposed by the school administration (or Board of Trustees, in the absence of the CEO, Superintendent, Principal, or otherwise) after the student has been found guilty by a formal suspension hearing and the expulsion is confirmed by a vote of the Board of Trustees.

A guardian will be notified in writing within 24 hours of the decision to impose an expulsion. A short-term suspension will be issued until the expulsion hearing can take place. At the formal hearing, the student and/or guardian shall have the right to be represented by counsel, question witnesses, and present evidence.

The notice to the guardians of the expelled student will include instructions regarding the need to comply with state compulsory education laws (the period of time during which a student must be enrolled in school by law) by enrolling the student in a district or other SED approved school, as well as the process and contact information that school will use to receive the student's records from our school.

Due Process for Suspension or Expulsion

New York State students of appropriate age are entitled to a public education as a "property interest." In order to take some part (or all) of that property interest, due process must be followed. In all cases, scholars must be given notice and an opportunity to be heard. A family member will be informed of their right to request an informal conference with the administration where they may present the student's version of the incident and/or ask questions of the complaining witnesses. If the student's presence poses a continuing danger to persons or property, an informal family conference shall take place as soon as possible after the suspension.

Suspension or Expulsion Hearing

In the event of a suspension or expulsion hearing, the school will provide an impartial hearing officer who will decide, (1) if the student has done what the notice says s/he did; and, if so, (2) what the appropriate response should be for the student's conduct (this must be in line with the school's discipline policy). The impartial hearing officer can accept the

school's recommendation for a long-term suspension or expulsion, reject the recommendation and allow the student to return to school, or decide that a shorter suspension or less severe consequence is appropriate.

Health and Safety

Medical and Immunization Records

Upon enrollment, families are asked to alert school administration of any allergies from which their children suffer. Families are also asked to advise school administration if they grant the school permission to take their child to a hospital in the event of an emergency during school hours.

All students must be immunized, in compliance with New York State Law. Students who do not have the proper immunizations will be denied access to school until the immunizations are administered.

New York State Immunization Requirements 2018-19

Vaccines	Prekindergarten (Day Care, Head Start, Nursery or Pre-k)	Kindergarten and Grades 1, 2, 3 and 4	Grade 5	Grades 6, 7, 8, 9 and 10	Grades 11 and 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older or 3 doses if 7 years or older and the series was started at 1 year or older		3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster (Tdap) ³	Not applicable			1 dose	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older	3 doses
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose	2 doses			

Hepatitis B vaccine ⁶	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years			
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses	1 dose	2 doses	1 dose
Meningococcal conjugate vaccine (MenACWY) ⁸	Not applicable			Grades 7, 8 and 9: 1 dose	Grade 12: 2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses	Not applicable			
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses	Not applicable			

Please see your pediatrician for a complete record of your child's immunizations to date and those required for enrolling and attending school.

Order of Protection

If a family has obtained an order of protection and requires the school not to release the student to any particular person(s), you are required to provide a copy for the main office and one for School Safety. Orders of Protection that are outdated will not be honored; they must be current.

Safety Drills

Safety drills occur throughout the school year and are coordinated across all schools in the building (if applicable). Drills are scheduled in advance and are announced over the Public Announcement system as drills to avoid causing any alarm. We do our best to avoid scheduling drills during family events.

For the safety of our students, we practice the following safety drills:

Evacuation (formerly referenced as "fire drills"):

It is our duty to instruct our students to evacuate the building in the shortest possible time without confusion or panic in the event of a sudden emergency inside the school building. During evacuation drills, the expectation is that students are silent, facing forward at all times as they walk out of the building, and listening for the teacher's instructions. Students and any other visitors in the building must follow school staff instructions on how to exit the building.

Shelter-In:

This safety procedure is used when there is a threat outside of the school building. During a shelter-in drill, or an actual shelter-in, no one is allowed to enter or exit the building. Student instruction continues as scheduled.

Soft or Hard Lockdown:

In the event of imminent danger within the school building, we teach our students to quickly remove themselves from harmful situations and to remain silent and out of sight. During these drills, the expectation is that students are secured in a safe space, are silent, and are following teacher instructions. Soft and hard lockdown procedures are the same for students and visitors. Staff are knowledgeable about the slight differences in soft and hard lockdown procedure. Students and any other visitors in the building must follow staff instructions on how to safely secure themselves in the building. During a soft lockdown or drill, a School Safety Agent will stand outside of the main entrance to prevent visitors from entering the building. During a hard lockdown, the main entrance will not be secured since School Safety Agents will have also retreated to safety.

Please note that it is important for family members to follow school rules and to be a model for positive, safe behavior. It is our expectation that every person within the school building participates in the drills while at the school and observe all building safety policies, i.e., observing posted safety signs, signing in within School Safety, showing ID, etc. If you are found to violate safety procedures, you will be issued an initial warning letter, followed by a letter of limited access if the behavior continues (*see Limited Access Policy*).

Speaking with your child about the importance of safety is a great way to support the work we are doing in the school.

Student Illnesses

If your child requires medication during school hours, only the school nurse may administer medication. However, medication may not be given without the completion of an approved 504 Form required by the State Health Department. 504 policies will be approved at the nurse's discretion. This policy applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines.

All student medicines will be kept in a locked file cabinet in the nurse's office. The school nurse will keep a detailed log of all medicines that are administered.

The following symptoms will be referred to the school nurse and may require a student to be sent home:

- Persistent fever greater than 100.4° orally, including a fever that requires control with medication such as Tylenol
- Vomiting and/or diarrhea
- Severe cough that makes a child feel uncomfortable or disrupts the class
- Sore throat that is severe along with fever and feeling ill for more than 48 hours, OR after known exposure to a confirmed case of Strep throat infection
- Honey-crusted sores around the nose or mouth or rash on other body parts; OR a rash in various stages including boils, sores and bumps that may be chicken pox; OR a significant rash accompanied by other symptoms of illness such as fever
- Large amount of discolored nasal discharge, especially if accompanied by facial pain or headache
- Severe ear pain or drainage from the ear
- Severe headache, especially if accompanied by fever
- Live head lice
- Diabetes patients with elevated blood sugar levels despite medication, or inadequate supplies to treat in school nurse office
- Asthma symptoms that do not respond to prescribed medication or no prescribed medication is available in school nurse office
- Any condition that may be serious or contagious to others

Family Involvement

Community Council

The Community Council is a vibrant family-run organization that exists to give families and staff a unified voice in the school. All families are members of the Community Council and are expected to volunteer for at least two hours during the school year. Community Council officer elections are held at the end of each school year for the following school year. Positions on the Community Council include

- President*
- Secretary*
- Treasurer*
- Vice President (may be multiple positions)
- Co-Secretary (if necessary)
- Co-Treasurer (if necessary)

*mandatory positions for official Community Council

As outlined in our Charter, one senior officer of each Pre-K through 8th grade school (GP LES, GP Bronx, BP Bronx) serves a one-year term on the Board of Directors.

Volunteering

As a family member of a Public Prep student, you are an integral part of your child's success. Involvement opportunities include:

- being an active member on the Community Council
- helping to chaperone a field trip, assisting your child's teachers
- volunteering at breakfast or lunch
- attending some of the many family workshops and educational events offered throughout the year
- attending family-teacher conferences
- attending Unity Meeting

To get involved, please contact your child's teachers or someone in our Student and Family Affairs Office. All family volunteers must be at least 18 years of age and must be trained by our Student and Family Affairs Department. It is our expectation that families will attend at least three family events per school year.

School Day Policies/Procedures

Attendance

The first step toward academic success and achievement for your child is **arriving to school on time** and **recognizing that every day counts**. Research and our own experience has shown that students with excellent attendance in school perform better academically. We also want to promote our core value of *responsibility* as we help them develop the life skill of punctuality. This is a key life skill that they will need throughout their academic career, especially in college. Our attendance policy is designed to support you and your child with developing great attendance habits.

If your child will be absent from school, **you must call the school by 8 a.m on the day of the absence and notify the school of the reason for the student's absence and the expected date of return.**

It is important to note that ALL ABSENCES, excused and unexcused, are considered absences. However, we recognize that there are legitimate times when coming to school is not possible. Appropriate documentation is required to excuse an absence. **Absences will only be excused for:**

1. Medical/Dental emergency; a doctor's note is required to excuse the absence
2. Death in the family
3. Legal proceedings that require the child's presence; a note requiring student's presence is required from the court or government agency to excuse the absence
4. Religious observance

Note: A doctor's note is required for students who have been absent for three or more days due to illness.

We encourage you to **refer to the Academic Calendar when scheduling routine medical appointments and family vacations**, as these are **not** legitimate reasons for being absent.

In cases of truancy, our staff must meet with the student and parent in order to determine needed supports and an appropriate course of action, which may include, but is not limited to: guidance intervention, referral for counseling, and/or referral to Time Management Tutoring. As mandated reporters of educational neglect, and other areas of neglect and abuse, we will refer families who continue to struggle with truancy to preventive services through the Administration for Children's Services (ACS). Additionally, **students who miss 18 or more instructional days (10% of days in session) may jeopardize their promotion to the next grade.**

The school may contact ACS upon **five consecutive unexcused absences** where no contact has been made regarding the whereabouts of the student. Upon **20 unexcused consecutive absences**, the family forfeits the student's seat and it is given to the next student on the waitlist.

Recognition For Perfect of Perfect and Outstanding Attendance

Public Prep provides financial rewards for excellent attendance. Each trimester, we will make contributions to scholars' NY 529 College Savings Account if they have perfect or outstanding attendance (for those scholars enrolled for at least 25 days within the trimester). For the 2018-2019 school year, we have increased our contribution incentives to recognize the importance attendance plays in a scholar's journey to college and will grant these monetary incentives for perfect attendance (100% present, 0 tardies, and no early departures) and outstanding attendance (98% present, fewer than 4 tardies, and up to 4 early departures). For information about these incentives or to sign up to participate in the NY 529 College Savings Program, please contact your school's main office or the school's Student & Family Affairs contact.

Late Pick Up

All Public Prep schools have a specific start and end time and each team is dedicated to an orderly and consistent arrival and dismissal process each day for students and staff. While, the majority of our students are picked up on time, each day, a few students remain in the building at times up to 90 minutes after dismissal with no clear communication from families to the school. Late pick-up has a negative impact on our students and our staff who are not able to attend professional development, complete work tasks and students who are eager to end their day. Beginning October 1st, there will be a \$10 charge for families for late pick ups 20 minutes past the dismissal time. The fees collected will support families in need of uniforms and other services deemed necessary by school personnel.

We understand from time to time, there are emergencies that prevent a family from arriving on time. We ask that you reach out and communicate those individual concerns for a one time grace period if you are going to be late and the approximate time. Each family will have one free late pick-up per trimester. After that, the \$10 fee will go into effect for pick-ups starting 20 minutes past dismissal. After 60 minutes past dismissal time, students who are not picked up will be brought to the local precinct. The school will contact you when they are on route to the precinct so that you can arrange for an individual to pick up your scholar. If balances have not been cleared at the end of the trimester, school year, the school reserves the right to withhold participation from paid activities as well as your child's progress reports and report cards. In addition, school verification letters will not be printed until the balance has been cleared.

Should you have any questions about after school services in the area, please reach out to your Student and Family Affairs Team for a comprehensive list.

Birthdays

Birthdays are recognized monthly at Unity Meetings, which we encourage families to attend! Birthday parties, however, are not permitted during the school day or on school property.

Pre-K & Elementary

If you wish to celebrate your child's birthday outside of school, the teacher will only distribute invitations for the party if you invite everyone in your child's class. If you are having a smaller event and you are not inviting all students, the invitations may not be distributed at the school; you may do so privately. Please assist your child in considering the feelings of others by not discussing the party at school if all students in the class have not been invited.

Middle School

Students may distribute their own invitations privately. Please assist your child in considering the feelings of others by not discussing the party at school if all students in the class/grade have not been invited.

Classroom Visits

Families are welcome to visit their child's classroom. Families must make an appointment with the classroom teacher at least 24 hours prior to their visit to ensure that classroom instruction will not be interrupted and to avoid any scheduling conflicts. Families must check-in at School Safety and the Main Office prior to proceeding their child's classroom. We invite you to take advantage of the various opportunities the school offers to come in and observe or take part in student learning.

Healthy Food Policy

We place a strong emphasis on good nutrition and making healthy food choices. Research shows that diet has a big influence on health. Eating healthy provides our students with the fuel their bodies and minds need to help them remain focused in their classes. It is important for our students to eat healthy and establish healthy eating habits now for the future.

Packed lunches and snacks from home should be well-balanced to meet the requirements of our healthy food policy. Students are not permitted to bring to school or consume candy, soda, foods with high sodium or sugary beverages. Gum and sunflower seeds are not allowed anywhere in the school building. Please also note that any vending machines that may be located in the school building are solely for the use of our co-located school (if applicable). Under no circumstances will our students be allowed to make purchases from any vending machine on the premises. We will try to send any unhealthy snacks brought to school back home whenever possible, however once unhealthy items are opened they will be thrown away.

Examples of healthier food choices (these items ARE allowed):

<ul style="list-style-type: none"> ● fresh fruit and vegetables ● graham crackers ● granola bars (without chocolate) ● pretzels ● air popped popcorn ● hummus ● fruit snacks made with 100% real fruit ● baked chips 	<ul style="list-style-type: none"> ● low-fat yogurt ● trail mix ● applesauce ● crackers ● cheese ● fruit roll-ups (made with 100% juice) ● raisins
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Approved Drinks – in original packaging

<ul style="list-style-type: none"> ● plain milk ● 100% juice (Ex: Juicy Juice, Apple & Eve, Natural Fruit Juices) ● juice water blend (Ex: Honest Kids Drink)

Examples of Items That Are Not Allowed

These are SOME examples of items not allowed; items are not limited to this list.

<ul style="list-style-type: none"> ● Items with fructose, maltose, sucrose or sugar as one of their first ingredients ● Hot chocolate ● juices with added sugar or high fructose corn syrup ● fried food (Ex: McDonald's or KFC) ● chips (Ex: Doritos, potato chips) ● chocolate milk or any flavored milk 	<ul style="list-style-type: none"> ● Gatorade ● soda (including ginger ale) ● 100 Calorie Packs (Brand of Snacks) ● cookies ● cake ● snacks made with chocolate ● fruit snacks with high fructose corn syrup
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Helpful Hints

- If you send mayonnaise or yogurt, please include an ice-pack in your child's lunch box. Lunches and snacks will not be refrigerated.

- 100% vitamin C is not the same as 100% juice. Many items with 100% vitamin C are made with a small amount of fruit and a substitute such as fructose. Make sure to read the labels carefully. If you are unsure about an item, we encourage you and/or your daughter to ask if the item is permitted.
- Please note that glass bottles are NOT permitted

Holidays and Celebrations

Our school recognizes that celebrations are learning and social opportunities that are meant to be inclusive and reflect our core values. Therefore, celebrations that respect a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, in accordance with the Dignity for all Students Act, are acceptable.

Our school does not promote specific cultural, religious or personal beliefs; however, teachers may expose students to holidays, cultural events, and traditions for educational purposes. If families choose not to have their scholars participate in specific celebrations or require more clarification, they may request a meeting with a teacher or administrator so that the student can be provided with an alternative educational activity, if necessary.

Across Public Prep Academies, our schools traditionally celebrate a Gratitude Luncheon and Unity Meetings.

Inclement Weather

School Closings

Public Prep Academies follows the same school closing schedule due to inclement weather as the New York City Public Schools. You can listen to 1010 Wins or watch NY1 for NYC public school closing information. If our school is scheduled to be open on a day when NYC Public Schools are closed and there are warnings for inclement weather, families will receive a text and robo-call to the primary number on file if the school will be closed.

Recess Procedures

Just like reading or math, recess is a critical part of the school day. Students need an opportunity to take a break from the rigors of classroom instruction in order to exercise and to socialize with other students. Our students will go outside daily except in the event of inclement weather (winter weather or heat advisories). Please make sure your child has the appropriate outerwear during the winter months. Student are only excused from recess if a doctor's note is provided that states the student may not participate in outdoor activities.

Items Unrelated to School

To maximize learning and academic achievement, students should only bring materials needed or required by teachers for learning. Anything unrelated to academic work and not explicitly required by staff should not be brought to school. These items include but are not limited to iPods/iPad, tablets, e-readers, PSPs, Gameboys, magazines, makeup, dolls, baby bottles, pacifiers, games, playing cards, toys, jewelry (see uniform and dress code policy), large sums of money, snacks to be eaten outside of the cafeteria, etc. Such items can be very distracting during classes and incite student jealousy. **If a student brings such items to school, teachers will confiscate the items and will only return them when and if an authorized adult comes to the school to claim the item. All items not collected by the end of the term will be donated to charity.**

Cell Phones and Other Electronic Devices

Cell phones and other electronic devices not part of the educational program, will not be allowed during the school day. Cell phones must be completely powered off and kept in the student's book bag or locker. Students will not be allowed to use cell phones during the school day to make or receive calls, texts, email, or access any other social network service. If you need to reach your child, please call the main office. Please do not call your child's cell phone.

If a cell phone and/or other unauthorized electronic device is visible and/or heard, it will be confiscated and returned at the end of the day to an authorized adult. If a student fails to comply with the cell phone policy, that student may lose the privilege of bringing a cell phone to school.

The school will not be responsible for cell phones (including confiscated cell phones), or other electronic devices that are brought to school.

Lost and Found

Our school will keep a lost and found box of items that have not been labeled. You may come to the main office to request to search the lost and found box during school hours. Unclaimed items will be discarded, donated or re-used by the school.

Meals

Beginning in 17-18, the Office of School Food and Nutritional Services of the New York City Department of Education (OSFNS) will provide each child with a free and nutritious school lunch each day. Families will be required to complete a Free and Reduced Lunch Application (whether or not their child will participate in the school lunch program) prior to October 15th. Families who do not fill out an application will continue to be billed for lunch, as missing school lunch forms result in a decrease of critically important federal funding to the school.

Vegetarian meals are available for those students who have special dietary requests. Any food allergies will be honored if we receive documentation from the student's doctor. Students should not bring meals that need to be heated or refrigerated, as these services will not be available to them.

Breakfast

Breakfast is provided by OSFNS. Breakfast is free and is served daily to all students. Please see the school campus breakfast schedule for information about the time when breakfast is served. If students buy breakfast on the way to school and will eat it in the cafeteria, it must adhere to our healthy food policy (no fast food or junk food). The breakfast must be eaten before it is time to transition to class. We ask our families to support our students in developing morning routines that will allow them ample time to eat a healthy breakfast.

Student Records

The school administration is in charge of keeping student records. Student records include, but are not limited to grades, evaluations, disciplinary actions, and health records. Student information that is personally identifiable is considered confidential. In most cases, confidential records will not be made available to any non-school personnel without consent by the parent/legal guardian. Otherwise the school will inform the family of the request and subsequent release of such information to any such authorized entity (such as the State Education Department, a juvenile court, a school into which the child is transferring, etc.). See the Family Education Rights and Privacy Act and Student Directory Information sections of this handbook for more information on obtaining copies of some or all of your child's student records and to see what information may or may not be shared with others.

Verification letters

The main office staff will process student record requests, including enrollment verification letters. Please allow two school days for completion of your request. Letters will be sent home in the student's book bag if no specific instructions are provided within 48 hours. Only parent/legal guardians can request this documentation.

Transportation/MetroCard

Our students may be eligible for a MetroCard to support transportation to/from school by the Office of Pupil Transportation (OPT). Students who live within the borough of the school, more than ½ mile in distance from the school but less than 1 mile may receive a Reduced-Fare MetroCard for public transportation. Students who live in a NYC borough outside of the borough of the school or greater than 1 mile from the school may receive a Full-Fare MetroCard for public transportation. Students who live within the borough of the school, less than ½ mile in distance from the school are not eligible for a MetroCard. It is each student's and/or family's responsibility to hold onto the MetroCard.

Please note carefully that a half-fare MetroCard contributes half of the normal bus fare and allows for one free transfer to any other NYC bus. A half-fare MetroCard, however, does not provide a free transfer from the bus to the NYC train.

Replacing a Lost MetroCard

Requests for the replacement of MetroCards must be completed in writing (either written request or e-mailed request) and addressed to the Operations Associate, in the main office. Lost MetroCards take a minimum of one week to process/arrive from the OPT and must be logged before re-distribution to students. In the event that your child's MetroCard is lost, you must cover the cost of student transportation until the replacement card arrives.

Bussing

Bussing is only provided for students who are eligible at Boys Prep and Girls Prep LES Elementary, those at any other Public Prep Academy for whom it is mandated through their IEP (subject to approval by the NYC Dept. of Education), and eligible students in temporary housing (inquire in the main office for more information).

Weekly Blossom/Tangram

Each week, we send home via e-mail and/or book bag our weekly newsletter, The Weekly Blossom (Girls Prep) or The Weekly Tangram (Boys Prep). Please look for this important information each week. The Blossom/Tangram contains important information on school events and the latest news. Please be on the lookout for this important communication.

Other: Policies, Laws, Procedures

Complaint Policy

It is our goal to address any family concerns promptly and focus on resolving the issue in a professional and respectful manner. Families are encouraged to follow the guidance provided below when presenting complaints.

Informal Complaints

Complaints that are not violations of law or charter (i.e. teacher or class assignment) are considered to be informal and handled at the school level. Families with informal complaints should:

1. Make the informal complaint directly to the student's teacher.
2. If the issue is not resolved at the teacher level, then it may be taken to a member of the SFA team or Community Council President depending on the nature of the concern.
3. If the issue is not resolved at the previous level, then the complaint may be taken to the Principal.
4. If the issue is not resolved with the Principal, the complaint may be brought to the attention of Public Prep via the Superintendent. Families may email FamilyAffairs@publicprep.org.

Issues involving a violation of the law or charter may also be resolved informally and you may wish to use this avenue before making a formal complaint. Using the informal route does not prevent you later from using the formal complaint process.

Formal Complaints

A Formal Complaint is a complaint made when the law or charter is violated. If the law or charter is not violated, the formal complaint process is not the appropriate avenue to seek a solution and families should refer to the informal complaint process above.

Complaints that are regarding violation of law or charter must be addressed to the Chairman of the Board Trustees c/o Public Prep (may be emailed to FamilyAffairs@publicprep.org or via U.S. mail 441 E. 148th Street, Bronx, NY 10455). Complaints received at least five business days in advance of a board meeting will be dealt with at that meeting; those complaints not received within that time period will be dealt with at the next regularly scheduled board meeting.

Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who present the complaint. The Board, as necessary shall direct the Principal or other responsible parties to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

Appeal

If, after presentation of the complaint to the Board of Trustees, you determine that the Board has not adequately addressed the complaint, you may present the complaint to our authorizer, the SUNY, Charter School Institute (CSI). CSI will require the complainant to submit the school's decision on the complaint. Families may complete the [SUNY Formal Complaint Form](#) and email it to charters@suny.edu or mail it to the Institute at: 41 State Street, Suite 700, Albany, NY 12207.

If CSI as the authorizer of the school does not satisfactorily resolve a formal complaint, families can appeal CSI's written determination to the New York State Board of Regents through the New York State Education Department by submitting written appeals by mail to:

Charter Schools Office
Room #5N EB
Mezzanine
89 Washington Avenue
Albany, NY 12234

Dangerous Weapons on School Grounds

Any student who is determined to have brought a weapon to school may be expelled from school for at least one year. Only the principal may modify such expulsion requirement on a case-by-case basis. A weapon includes, but is not limited to items described in the New York Penal Law 265.01. IDEA and/or due process still apply.

Dignity for All Students Act (DASA)

Our school creates a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act. This law seeks to “provide students with a safe and supportive environment from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function.” Discrimination and harassment is prohibited by employees or students based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

Our Core Values Responsibility, Sisterhood/Brotherhood, Merit, and Scholarship, are infused throughout our school and is incorporated into the day to day instruction that occurs in each and every classroom. Students are expected to demonstrate sisterhood/brotherhood in all of their interactions with Public Prep Community members. When a core value is not shown or broken, there is a clear protocol for all staff members to follow to address issues both in the classroom and outside the classroom when necessary. Each school has a social emotional curriculum where each classroom provides lessons that help foster an environment free from discrimination and harassment. All grades follow a scope and sequence that includes safe touch lessons..

All staff participates in at least one DASA workshop during the year. Additional professional developments opportunities also occur throughout the year in response to staff needs.

Each school has a DASA Coordinator. Please reach out to the Student and Family Affairs Office for questions or reporting an incident DASA related.

The emphasis on our Core Values throughout the day by all staff members has helped to create a safe and supportive environment for all students. A clear protocol for staff has been established and all staff members are expected to address all low level infractions as well as more serious incidents. Students know what the expectations are and logical consequences are used when students do not meet these expectations, both inside the classroom and with the assistance of school leadership. If someone is not treated appropriately, the student who hurt the community or other community member works to make amends with the hurt party. That students also works to develop their individual skills so they can make a different choice in the future. Families serve as partners throughout this process. To read the full Dignity for All Students Act, please visit <http://www.p12.nysed.gov/dignityact/>.

Education and Support of Homeless Students

A homeless child is defined as a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. The school will determine whether there are homeless students within the student body by contacting our local department of social services. We also requests that families complete a “Designation/STAC-202” form that asks for a description of the current living arrangements of the child to determine whether the child or youth meets the definition of a homeless child under the McKinney-Vento Homeless Education Assistance Act and New York Education Law in order to provide the child with access to all of its programs, activities and services to the same extent as they are provided to resident students. Our school has designated a local liaison for homeless children and youth (“McKinney-Vento liaison”). The McKinney-Vento liaison serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. The McKinney-Vento liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically. For a full description of our policy on the education of homeless students, please request a copy from the main office.

Electronic Information Systems and Acceptable Use Policy

Like all businesses and educational institutions, Public Prep Charter School Academies (“PPA,” including, Girls Prep Lower East Side Elementary and Middle School, Girls Prep Bronx Elementary and Middle School, Boys Prep Elementary School, and PrePrep) (the “School”) must monitor the use of the School’s information systems to ensure compliance with institutional policies, protect the security and maintain the efficiency of its systems, and discourage inappropriate use. All students, employees, and other authorized users (“Users”) must use the School’s information technology resources (“IT Resources”) in ethical and acceptable ways to ensure that all members of the School community have access to reliable, robust IT Resources that are safe from unauthorized or malicious use. At any time, and for any lawful purpose, the School may monitor, intercept and search any communication or data transmitted or stored on the IT Resources, including any personal information.

By using the School’s IT Resources, you hereby accept and agree to comply with the terms and conditions set forth in this Electronic Information Systems Acceptable Use Policy and provide consent for any personal information input by you (your child) to be transferred to off-site servers located outside the location from which you are accessing the system, even if your access is through a personal computer, smartphone, or other portable devices.

IT Resources: The School’s IT Resources include, but are not limited to, campus computers, networks, servers, telephones, and other infrastructure, whether utilized on- or off-campus; laptops, tablets, disks, other physical devices or media owned or provided by the School, and all devices and storage media attached to the network; digital systems, websites, and other digital services utilized by the School, whether hosted on- or off-campus; files, folders, documents, web pages, and other digital information; e-mail, voicemail, SMS, IM, or other digital or analog communications; account names, passwords, or related information or settings; and systems, settings, and configurations.

Acceptable Use: The School’s IT Resources are intended for School use, to support activities that support learning and teaching. The School strictly prohibits the use of the School’s IT Resources for purposes that may be disruptive, offensive to others, or harmful to morale. Users may not send, display, access, or download messages, text, files, or images in violation of any laws. At all times, our Core Values must be applied. The following are unacceptable uses of the School’s IT Resources. This list is not exhaustive.

Harassment or Discrimination: In accordance with the Dignity for All Students Act (“DASA”), the School will provide an environment that is free of discrimination, bullying (including cyberbullying), and harassment. Unless required for academic or other School-related purposes, Users may not view, display, or transmit in digital or physical form any of the following: sexually explicit information or images, ethnic slurs, racial epithets or anything that may be construed as discrimination, harassment or disparagement of others based on their race, color, religion, sex, national origin, sexual orientation, age, disability, marital status, or any other category protected by federal, state and local law. The School’s policies against harassment, discrimination, and bullying all apply fully to use of the School’s IT Resources. All reports of violations to this policy will be investigated, documented, and may result in loss of technology and/or Internet privileges as well as further disciplinary consequences, in accordance with the Family Handbook. The administration of the School reserves the right to monitor any and all activity generated by student use of technology equipment.

Unauthorized Use of Intellectual Property: Users may not violate the rights of any person or company protected by copyright, trade secret, patent, or other intellectual property, or other proprietary rights. Even if used or received in a class under Fair Use guidelines, copyrighted materials remain protected and may not be used in other ways that would violate the U.S. Copyright Law. Users may not conduct academic dishonesty or plagiarism, illegal or fraudulent activity, or any other activity prohibited by the School’s policies.

Misuse of the School Network, Software, and Computers: Users may not intentionally introduce malicious programs into School computers, tablets, networks, servers, or hosted services; inappropriately use or share School-authorized IT privileges or resources with anyone outside the School; bypass the School’s firewall; host or access file-sharing services for any illegal or inappropriate purposes; play, stream, or download games, video, multimedia, or other large files for non-academic purposes; modify another User’s password, files, or permissions; copy or download software from School IT Resources without permission; install software on lab or office computers without permission; or use the School’s IT Resources for any private purpose for personal gain, commercial enterprise, or non-School-related fundraising.

Misuse of Websites: The School's websites may only be used for School-related academic purposes. Use of the School's websites, including publicprep.org and any other systems and services provided by the School, are subject to this policy as well as Public Prep Network's User Agreement posted on the website.

Misuse of E-mail: Users may not send unsolicited e-mail messages, spam, chain letters, or advertising materials; impersonate others' e-mail address, internet address, electronic signature, or other personal identifying information; or use e-mail in any way that would cause disruption, harassment, or harm. E-mail is not a secure method of information transmission, so Users must take reasonable precautions to protect privacy and security. Home addresses, telephone numbers, passwords, and other personal information should not be included in e-mail signatures. Students' personal or identifying information must never be shared outside the @publicprep.org, @girlsprep.org, @boysprep.org, and @jgcpereprep.org domain without permission.

Social Media: When used inappropriately, social media can transform from a powerful educational tool that allows students to connect, communicate, and access a wealth of informational resources into the source of serious long-term consequences. College admissions officers and prospective employers will not hesitate to use any social media missteps — even those made when a scholar is quite young — when considering an individual's candidacy for admission or employment. Social Media as defined in this policy includes any and all web-based technologies used to broadcast messages and participate in dialogues. Examples include Facebook, Twitter, LinkedIn, MySpace, YouTube, emails, texting, blogs, message boards, personal websites, chat rooms, group discussions, etc.

According to this Policy, the School expects that its resources are used only for teaching and learning. The School has the right (and exercises that right) to monitor user's electronic usage, without further notification than set forth in this policy. This policy extends the right to monitor your use of social media sites if you use any electronic equipment, servers or services provided to you by the School. In our ever-expanding world of technology, students may run into staff members' personal pages on sites like Facebook and MySpace. In the same way that certain lines should not be crossed between students and school employees in real life, they also should not be crossed in the virtual world. Please note that no employees at our School may accept or initiate friend requests with current students, and should exercise caution and careful judgment about former students or alumni.

Students are responsible for their own behavior when communicating with social media and will be held accountable for the content of the communications that they transmit or post. Students are responsible for complying with the School's conduct requirements. What would be considered inappropriate in the school or classroom is inappropriate online. Examples of inappropriate conduct include, but are not limited to:

- Posting or publishing any insensitive or inappropriate information or content on any social media and from viewing any insensitive or inappropriate social media content.
- Communicating with teachers or administrators via personal social media. *The only permissible electronic method of email communication with a teacher is through emailing the teacher or administrator at his or her School email account.*
- Impersonating or assuming the identity of any other individual while using social media.
- Posting or publishing any information about themselves or another individual that is confidential or of a private nature. This includes posting information such as last names, school names, addresses, email addresses, phone numbers, other contact information, or any other information a scholar might reasonably expect another individual to want to keep private.
- Using any device capable of capturing video, pictures, or audio to record or take pictures of any other individual without their express consent and permission. In addition, use of such recording devices on School grounds is strictly prohibited. Moreover, no such recordings or pictures shall be posted on social media unless they are educationally related. Also, students are not allowed to "tag" an individual in a picture or recording without their express consent and permission.

Students must immediately comply with any request that infringing materials be removed from any social media platform. The use of social media is a privilege, not a right, and the violation of any provision of this policy will result in the restriction of a scholar's social media access and/or the imposition of additional appropriate consequences.

Students should always be mindful of the fact that material posted or published online will be public for a very long time and may perhaps become a permanent part of their record. Students should be sensitive of others, should avoid posting or publishing anything distasteful, and should not post or publish anything they would not be willing to say to an individual in person.

This social media policy applies any time students are on school grounds, using school property, under the supervision of school authority, or using social media in a manner that endangers a scholar's or staff member's physical or emotional safety, security or well-being and materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

Excessive Non-Priority Use of IT Resources: Priority for the use of the School's IT Resources is given to activities related to the School's missions, and for the exchange of information to assist in education and information gathering. In shared computing environments such as labs, Users with academic work shall be given priority. Individual Users may be required to halt non-priority use of the IT Resources, such as recreational and non-academic activities, to allow academic use by others.

Student Personal Technology: With continued introduction of internet capable devices, it is important for the School to articulate clear expectations about their use. Please note that:

Classroom

- Teachers will make their expectations around device use clear. There are many reasonable uses for technology - including portable devices - in the classroom. Teachers are the decision makers for whether or not a device can / should be used for any given experience / activity, unless the student has received an accommodation from the Committee on Special Education (CSE) or the School's Student Support Team (SST).
- Permission to use a device at one time does not imply that permission is ongoing.
- Teachers may choose to collect personal devices (phones / internet capable watches) at the beginning of class to prevent distractions.

Exams

- **Personal technology devices, with the exception of approved calculators in appropriate moments of an exam, are never to be used during exams.**
- **When assessments/exams are being administered, students are responsible for ensuring that their devices are stored in a backpack or other inaccessible location, unless the teacher has chosen to collect the devices at the beginning of class.** Any student found with an unapproved device available during an exam will be subject to an academic penalty and disciplinary action.

Access to Information and Privacy: Users of the School's IT Resources may access only the confidential or proprietary information for which they are authorized and may use that information only for the purposes for which it is intended. Users are responsible for knowing and following School policies regarding use of confidential information.

The School reserves the right to review and disclose all digital information, including word processing documents, spreadsheets, databases, e-mail, voicemail, instant messages, and any other electronic documents or communication, including any documents and messages that do not pertain to School business, that are stored or processed on the School's IT Resources. Authorized representatives of the School and their delegates may review such information for any purpose required by the School, at any time, without notice to the User. These purposes may include, but are not limited to, retrieving School information, maintenance of the School's IT Resources, troubleshooting hardware or software problems, preventing system misuse, School investigations, health and safety emergencies, compliance with legal and regulatory requests for information, or compliance with local, state, and federal laws.

The School therefore does not guarantee the privacy of any electronic information stored or processed on School IT Resources, even if password protected. The School reserves the right to retrieve, examine, and remove files or logs from School IT Resources without the User's consent. Users of the School's IT Resources waive any right to privacy with regard to any use of the School's equipment and systems.

User Security: Users are responsible for the security of computer system passwords, personal account passwords, and personal identification numbers and will be held accountable for any violations of acceptable use that are traced to their accounts or use of School IT Resources.

Users must employ security practices established by the School. Users must follow School policies established for maintaining and managing passwords. Users have had unique passwords created for their use on School-issued devices, and must create secure passwords on non-School-issued devices that access School IT Resources. Passwords should be changed frequently and should never be written down or told to anyone. Users should password-protect computers when leaving their desk or room, and should ensure the physical security of IT Resources by storing computers and other devices in locked locations. Effective security practice includes a prompt and appropriate response to a security breach. Users must immediately report incidents in which they believe computer or network security has been jeopardized.

Use of Likeness and School Work: The School may, with a User's prior consent, make use of photographs of the User or other likenesses and of such User's work (written, artistic, etc.) on the School's website and in other promotional materials. Each User must ensure that he or she has obtained the necessary permissions before publishing any names or photographs of students or student work. Under no circumstances are Users allowed to publish student photographs accompanied by students' full names. In case of any uncertainty whether permissions would be required for publication of student information, Users should consult the Director of Operations. Users must receive prior approval from the Director of Operations or Public Prep's Development Associate before posting material or publishing links.

Liability: The School's IT Resources are provided "as is" and "as available." The School disclaims all representations and warranties, express or implied, of any kind with respect to the IT Resources and the content including warranties of, merchantability, fitness for a particular purpose and non-infringement of intellectual property and proprietary rights. Without limiting the general disclaimer, the School does not warrant the availability, accuracy, completeness, timeliness, functionality, reliability, sequencing, or speed of delivery of the School's IT Resources.

The School shall not be responsible for actions of individuals outside of the school constituency, or for the quality and content of information they make available actively or passively. The School shall not be responsible for any advice received from any outside source or any damage or charges associated with this advice. The School shall not be held liable for damage to, or disruption of, external networks and/or computer systems as the result of activities initiated by Users of School IT Resources.

Enforcement: Any User who becomes aware of a misuse of the School's IT Resources should immediately report the matter to the Director of Operations and the Public Prep Director of Technology. Violations of this Policy will be investigated, documented, and may result in suspension or revocation of computer, network, or service access; discipline, up to and including suspension, expulsion, or termination of employment; and/or legal prosecution, in accordance with School Policy and the law. The administration of the School reserves the right to monitor any and all activity generated by student use of technology

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1975 (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. There are five basic rights granted to parents/legal guardians or eligible students (students 18 years or older):

- the right to inspect and review the student's education records maintained by the school(s) the child attends or has attended;
- the right to challenge and request that the school amend any portion of the student's education records that is inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- the right to require the school to obtain written consent prior to the disclosure of personally identifiable information, except in those instances specifically allowed for by law:

- School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- the right to be informed by the school of the rights accorded parents under FERPA.
 - the right to file a complaint with the Family Policy Compliance Office (FPCO) of the United States Department of Education alleging a denial of rights.

As charter schools are subject to FERPA that requires a school to protect a student's privacy, the School will not disclose any personally identifying information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law, including FOIL. The parent/guardian of a student under eighteen years of age, or student eighteen years of age or older, is entitled to access the student's school records by submitting a written request to the School Leader. Further information concerning FERPA and the disclosure of student information and limitations on such disclosure may be requested from the school's main office.

Freedom of Information Law (FOIL)

It is our policy as required by the Freedom of Information Law (FOIL) to furnish to the public the information and records maintained by the Public Prep Network (including Public Prep Academies). A "record" is any information kept, held, filed, produced or reproduced by, with or for Public Prep in any physical form whatsoever, including, but not limited to reports, statements, examinations, memoranda, opinions, folders, files, books, manuals, pamphlets, forms, papers, designs, drawings, maps, photos, letters, electronic documents, rules, regulations, or codes. A complete listing on FOIL policy and procedures may be requested from the School's main office.

Individuals with Disabilities Education Act (IDEA)

IDEA was originally enacted by Congress in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education, just like other children. Confidentiality provisions are similar to those of FERPA unless otherwise indicated. Further information concerning IDEA may be requested from the school's main office.

Intent to Return Forms

Each spring, your family will receive an Intent to Return form to reserve your child's seat at our school for the next year. While your child only has to enter our enrollment lottery when applying to our school for the first time, completing the intent to return form helps us to plan for the number of students returning the following school year as well as knowing how many seats may be available for students on a wait list. If we do not receive your completed Intent to Return Form, your child's seat may not be guaranteed and the seat may be given to a new student in the April lottery.

Limited Access Policy

All community members are expected to demonstrate the core values and follow the community expectations as models for positive, safe behavior. This includes, but is not limited to, participating in safety drills and observing all building safety and behavioral policies while at school or school related functions. If family members are found to violate these policies and/or procedures, they will be issued an initial warning letter, followed by a letter limited access to the building if the behavior continues. Limited access means that you are permitted on school property only with a previously scheduled and confirmed appointment with school staff members in writing at least 24 hours in advance, inclusive of school events. A person with limited access may enter school grounds only under the supervision of a School Safety Officer.

Open Meetings Law

In accordance with the Open Meetings Law, meetings of the Board of Trustees are open to families. As the family representative on the Board, you may request information regarding dates and times of each meeting from the CC President. Additionally, meeting dates, times, and locations will be listed on the Public Prep website, www.publicprep.org, and in the main office if the school. All requests for meeting documents and minutes will be available within five business days upon request of the Director of Student and Family Affairs.

Search and Seizure

All students have a constitutional right to be free from *unreasonable* searches and seizures. A student's person and possessions may be searched provided that school officials have reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating either the law and/or school rules and regulations. The extent and scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Searches will be conducted with a reasonable degree of privacy and consideration for the dignity of the student. Public Prep Academies follow the same search and seizure procedures as the Department of Education's NYC Public Schools as applicable.

Student Directory Information

Directory information is basic information about students, such as name, address, telephone number and email address. This information may be made available to others for specific use without consent of the parent/guardian. For example, teachers may distribute a class directory so that students can help each other with homework, or the CC members and volunteers may obtain a directory to help organize a school event. While parental consent for the distribution of such information is not required, the school will honor a family's request not to share such information. If a parent/guardian would not like such information released, he or she should submit a request in writing to the main office.

Translation and Interpretation

Our school will ensure that families with limited English speaking skills are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Written and oral information will be translated and interpreted in your preferred language upon request.

Immigration and Customs Enforcement (ICE) Policy

Public Prep Network follows the District of Education's policy regarding Immigration and Customs Enforcement (ICE):

ICE is not permitted to enter the school or approach students/families unless required by law requests from ICE do not satisfy Family Educational Rights and Privacy Act (FERPA) exceptions officials must present

- a valid court order or subpoena
- Officials must wait outside the building while principal consults with network lawyers
- Girls Prep Bronx Middle School will not release student information unless required by law
- Family will be contacted and notified

Documentation and Student Enrollment

By law, all students may be enrolled in a public or charter school, regardless of documentation status. Public Prep Network will never ask for documentation or immigration status. For more information on enrolling students in public schools, visit the Depart of Education website: (<http://schools.nyc.gov/ChoicesEnrollment/NewStudents/default.htm>)

The New York Public Library (NYPL) has a number of resources for families considering citizenship: (<https://www.nypl.org/help/community-outreach/immigrant-services/citizenship>)

Family Acknowledgement

Public Prep Academies Family Handbook 2018-2019

I have received the Public Prep Academies Family Handbook 2018-2019. I understand that I am responsible for reading the contents of the handbook and can call the school with any questions I may have.

Parent/Guardian Name (Please print)

Student Name (Please print)

Parent/Guardian Signature

Date

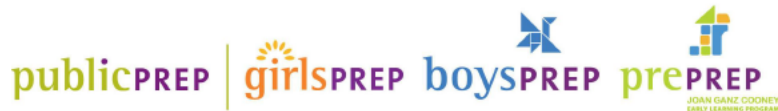
PUBLIC PREP MISSION

At Public Prep, Girls Prep and Boys Prep scholars are challenged to think and work hard every day.

We start early with the end of college completion in mind. We create a warm and joyful culture of rigor in which scholars build strong character by adopting the core values of community, merit, responsibility, and scholarship. Our scholars master the ability to read, write, listen, speak, create, and think deeply across disciplines, with a particular focus on science, the arts, and math. They work independently and in teams to solve problems collaboratively.

Girls Prep or Boys Prep alumni will be resilient young scholars of bold intellect. They will be empathetic leaders, knowledgeable and curious about the world. They will be goal-oriented decision-makers empowered to make choices that will lead to life success.

Public Prep is the nation's only non-profit network that exclusively develops exceptional, tuition-free PreK and single-sex elementary and middle public schools. We are determined to graduate 8th grade scholars who thrive in "right-fit," high-performing public, private, or parochial high schools, and ultimately earn a degree from a four-year college or university.



Commitment to College Completion

CERTIFICATE

2018-2019

Scholar: _____

Scholars need the support of the family, the school community and the network to reach this commitment. The undersigned commit to work as individuals and together as a team to ensure that the scholar is on a path to earn a degree from a four year college or university.

SCHOLAR: _____

TEACHER: _____

FAMILY: _____

SCHOOL: _____

PUBLIC PREP NETWORK:

Ian Rowe CEO

Janelle Bradshaw Superintendent

SISTERHOOD | BROTHERHOOD | MERIT | RESPONSIBILITY | SCHOLARSHIP

MISIÓN DE PUBLIC PREP

En Public Prep, los estudiantes de Girls Prep y Boys Prep tienen el desafío de **pensar y trabajar duro todos los días**.

Comenzamos temprano teniendo en cuenta el final de la finalización de la universidad en mente. Creamos una cultura de rigor cálida y alegre en la que los estudiantes construyen un carácter fuerte al adoptar los valores centrales de comunidad, mérito, responsabilidad y erudición. Nuestros académicos dominan la capacidad de leer, escribir, escuchar, hablar, crear y pensar profundamente en diferentes disciplinas, con un enfoque particular en la ciencia, las artes y las matemáticas. Trabajan de forma independiente y en equipos para resolver problemas de forma colaborativa.

Los alumnos de Girls Prep y Boys Prep serán académicos jóvenes y resueltos de intelecto audaz. Serán líderes empáticos, conocedores y curiosos sobre el mundo. Serán responsables de la toma de decisiones orientados a los objetivos, facultados para tomar decisiones que conduzcan al éxito de la vida.

Public Prep es la única red sin fines de lucro del país que desarrolla exclusivamente escuelas preescolares y públicas excepcionales, sin matrícula y PreK. Estamos decididos a graduar a los estudiantes de octavo grado que prosperan en escuelas secundarias públicas, privadas o parroquiales de "buen ajuste" y alto rendimiento, y finalmente obtienen un título de un colegio o universidad de cuatro años.



Compromiso con la finalización de la universidad

CERTIFICADO

2018-2019

Alumno: _____

Los alumnos necesitan el apoyo de la familia, la comunidad escolar y la red para alcanzar este compromiso. Los abajo firmantes se comprometen a trabajar como individuos y juntos como un equipo para asegurar que el alumno esté en el camino de obtener un título de una universidad de cuatro años.

Alumno: _____

Profesor: _____

Familia: _____

Escuela: _____

PUBLIC PREP NETWORK:

Ian Rowe CEO

Janelle Bradshaw Superintendent

COMMITMENT TO COLLEGE COMPLETION

The School Commitment:

The faculty and staff at Girls Prep Schools believe in your child's success and college completion. Therefore, we are committed to being a school that places great emphasis on not only access to, but completion of a degree from a four-year university. Believing wholeheartedly that her degree is a gateway to living a productive life of freedom and choice, we commit to providing her with a safe and positive learning environment where:

- She will receive a solid academic foundation so that he will one day enter and complete the college of her choice.
- She will be held to high academic and behavioral standards.
- Her teachers will challenge her to develop critical thinking skills.
- She is offered opportunities to demonstrate self-control, resilience and personal growth.
- We will communicate regularly with your family regarding her progress and respond to all communications within 36- 48 hours.

The Family Commitment:

I have chosen Girls Prep for my child because I share the vision and commitment to college completion. I understand that my relationship with Girls Prep is central to my child's success. I agree to support her learning and ensure that he is on a path to earning her college degree. I will:

- Ensure my scholar arrives at school, on time, every day and stays the full day and is not deprived of her learning.
- Attend all family conferences each year.
- Hold her responsible for doing her homework and reading independently for at least 20-30 minutes (independently or with me) every night.
- Respond to all communications within 36-48 hours.
- Make sure he wears her complete uniform every day.
- Communicate respectfully with every member of the school community, using the core values as a guide (this includes verbal communication, email and any social networking sites).
- Work as a partner with the school to honor their systems and collaborate on plans to support my student.

The Scholar's Commitment:

My family, my school and I know that I will enter and complete the college of my choice. I will do the following to make sure that I earn my college degree:

- Come to school prepared to learn, wearing my complete school uniform to avoid distraction.
- Maintain high expectations for myself.
- Attend school and arrive on time every day in accordance with the school's schedule.
- Complete all class and homework assignments on time and with excellence .
- Read every night to develop excellent reading and study habits.
- Communicate respectfully with every member of the school community, using the core values as a guide (this includes verbal communication, email and any social networking sites).



COMPROMISO CON LA COMPLETACIÓN UNIVERSITARIA

El Compromiso de la Escuela:

La facultad y el personal de Girls Prep Schools creen en el éxito de su hija y la finalización de la universidad. Por lo tanto, nos comprometemos a ser una escuela que pone gran énfasis no solo en el acceso sino en la finalización de un título de una universidad de cuatro años. Al creer de todo corazón que su título es una puerta de entrada para vivir una vida productiva de libertad y elección, nos comprometemos a proporcionarle un entorno de aprendizaje seguro y positivo donde:

- Ella recibirá una sólida base académica para que ella ingrese y complete la universidad de su elección
- Ella estará sujeto a altos estándares académicos y de comportamiento
- Sus profesores lo desafiarán a desarrollar habilidades de pensamiento crítico
- Se le ofrecen oportunidades para demostrar autocontrol y crecimiento personal
- Nos comunicaremos periódicamente con su familia sobre su progreso y responderemos a todas las comunicaciones dentro de las 36-48 horas

El Compromiso Familiar:

Yo, el nombre del representante de la familia, elegí Girls Prep para mi hija porque comparto mi visión y compromiso con la finalización de la universidad. Entiendo que mi relación con Girls Prep es fundamental para el éxito de mi hija. Estoy de acuerdo en apoyar su aprendizaje y asegurar que ella esté encaminado a obtener su título universitario haciendo lo siguiente:

- Asista a todas las conferencias familiares cada año
- Haga que ella sea responsable de hacer su tarea y leer de forma independiente durante al menos 20 minutos o conmigo todas las noches
- Responda a todas las comunicaciones dentro de las 36-48 horas
- Asegurarles de que mi alumna sea rápido y esté presente todos los días y no privarlo de su aprendizaje
- Asegurarse de que ella viste su uniforme completo todos los días
- Comunicarme respetuosamente con cada miembro de la comunidad escolar, utilizando los valores centrales como guía (esto incluye comunicación verbal, correo electrónico y cualquier sitio de redes sociales)
- Trabajar como socio de la escuela para honrar sus sistemas y colaborar en planes para apoyar a mi alumna.

El Compromiso del Alumno:

Mi familia, mi escuela y yo sabemos que ingresará y completará la universidad de mi elección. Haré lo siguiente para asegurarme de obtener mi título universitario:

- Venir a la escuela preparado para aprender, usando mi uniforme escolar completo para evitar distracciones
- Mantener altas expectativas para mí
- Asistir a la escuela y llegar a tiempo todos los días de acuerdo con el cronograma de la escuela
- Completar todas las tareas de clase y tarea a tiempo y con excelencia
- Leer todas las noches para desarrollar excelentes hábitos de lectura y estudio
- Comunicarme respetuosamente con cada miembro de la comunidad escolar, utilizando los valores centrales como guía (esto incluye comunicación verbal, correo electrónico y cualquier sitio de redes sociales)

