

Day 01	Day 02	Day 03	Day 04	Day 05
<p><b>Calendar</b></p> <p>Introduce: Calendar Comp &amp; Con (division) Counting Tape - drawing hexagons around multiples of 6</p>	<p><b>Calendar</b></p> <p>Introduce: Clock (moving ahead and back in time) Measurement - ounces to pounds Discuss: Depositor</p>	<p><b>Calendar</b></p> <p>Update All Discuss: Comp &amp; Con Measurement Model storytelling for Comp &amp; Con</p>	<p><b>Calendar</b></p> <p>Update All Discuss: Counting Tape Comp. &amp; Con, Depositor Have students make estimates about final amount in depositor.</p>	<p><b>Calendar</b></p> <p>Update All Discuss: Comp. &amp; Con, Measurement, Clock What will the time be 6 hours from now? What will you be doing then?</p>
<p><b>Lessons</b></p> <p>Investigation 1, Session 1, p. 4</p> <ul style="list-style-type: none"> <li>• Understand that fractions are equal parts of a whole</li> <li>• Understand fractions of an area</li> <li>• Use lines of symmetry to find equal areas</li> </ul> <p>Be sure to explain that the whole is the brownie rectangle.</p>	<p><b>Lessons</b></p> <p>Investigation 1, Session 2, p. 6</p> <ul style="list-style-type: none"> <li>• Understand that fractions are equal parts of a whole</li> <li>• Understand fractions of an area</li> <li>• Recognize relative size of fractions</li> <li>• Combine fractions</li> </ul> <p>Make fraction cards. Fold sixths evenly, <b>not</b> as shown in book.</p>	<p><b>Lessons</b></p> <p>Investigation 1, Session 2 cont., p. 10</p> <ul style="list-style-type: none"> <li>• Find equivalent fractions</li> <li>• Compare fractions</li> </ul> <p>Finish finding fraction facts (p. 9) Teacher Checkpoint (Student Sheet 2). Extensions, p. 11, additional fractions (3/4, 2/3, 5/6)</p>	<p><b>Lessons</b></p> <p>Investigation 1, Session 3, p. 13</p> <ul style="list-style-type: none"> <li>• Recognizing mixed fractions</li> <li>• Solving problems with fractions</li> </ul> <p>7 brownies shared by 4 people. Discuss solutions. Introduce another problem (p. 16) Student Sheet 3</p>	<p><b>Lessons</b></p> <p>Investigation 1, Session 4, p. 13</p> <ul style="list-style-type: none"> <li>• Recognizing mixed fractions</li> <li>• Solving problems with fractions</li> </ul> <p>Continue with problems on p. 16. Teacher Checkpoint: write in journals or Student Sheet 3</p>
<p><b>10 Minute Math</b></p> <p>Test prep: Calculations and estimation</p>	<p><b>10 Minute Math</b></p> <p>Test prep: Geometry</p>	<p><b>10 Minute Math</b></p> <p>Test prep: Algebraic relationships</p>	<p><b>10 Minute Math</b></p> <p>Test prep: Measurement</p>	<p><b>10 Minute Math</b></p> <p>Test prep: Statistics</p>
<p><b>Homework</b></p> <p>Daily Cumulative Review p. 102</p>	<p><b>Homework</b></p> <p>Send home fraction sets for students to make a second set. Label them. Write two equations that show equivalence.</p>	<p><b>Homework</b></p> <p>Daily Cumulative Review p. 99</p>	<p><b>Homework</b></p> <p>Student Sheet 4</p>	<p><b>Homework</b></p> <p>Practice Pages A and C</p>
<p><b>Support Material</b></p>	<p><b>Support Material</b></p> <p>Be sure to read p. 9 about the equal sign!</p>	<p><b>Support Material</b></p> <p>Teacher Note p. 12, Different shapes, equal pieces!</p>	<p><b>Support Material</b></p> <p>Dialogue Box p. 21</p>	<p><b>Support Material</b></p> <p>Teacher Note p. 20</p>
<p><b>Notes:</b></p> <p>Be sure to encourage students to compare the size of the different fractions.</p>	<p><b>Notes:</b></p> <p>You may want to skip sixths until the pattern block session.</p>	<p><b>Notes:</b></p>	<p><b>Notes:</b></p> <p>Three parts to understanding a fraction: 1. the whole. 2. the # of equal parts. 3. the number of those parts dealing with.</p>	<p><b>Notes:</b></p> <p>Be sure to share the various strategies students use to solve the problems.</p>

**Day 06**

**Day 07**

**Day 08**

**Day 09**

**Day 10**

**Calendar**  
 Update All  
 Discuss: Counting Tape, Depositor, Comp & Con  
 Invite students to create division stories for Comp & Con

**Calendar**  
 Update All  
 Discuss: Comp & Con, Clock, Measurement  
 What is the weight in ounces today?

**Calendar**  
 Update All  
 Discuss: Depositor, Comp & Con, Counting Tape  
 How many school days since Day 100? How many school days until Day 150?

**Calendar**  
 Update All  
 Discuss: Comp. & Con, Clock, Measurement, Calendar  
 Ask students if the squares on the calendar are rectangles. Describe the trapezoid.

**Calendar**  
 Update All  
 Discuss: Depositor, Comp & Con, Measurement  
 How many ounces do we have now?  
 How many pounds is that equal to?

**Lessons**  
 Investigation 2, Session 1, p. 24  
 • Finding fractional parts that add to one whole  
 • Connecting models to fractions  
 Suggest students make hexagons with one color first. Do “cutting up cookies” and “what fractions can you give away?”

**Lessons**  
 Investigation 2, Session 2, p. 28  
 • Finding fractional parts that add to one whole  
 • Connecting model to expressions  
 Making Shares in Many Ways  
 More Fraction Facts

**Lessons**  
 Testing/Catch-up

**Lessons**  
 Investigation 2, Session 3, p. 30  
 • Comparing fractions  
 Student Sheet 7. Encourage students to share thinking on the overhead. Students write why  $1 \frac{1}{3}$  is bigger than  $1 \frac{1}{4}$ . (May be done at another time!)

**Lessons**  
 Investigation 2, Session 4, p. 34  
 • Using equivalent fractions  
 • Adding and subtracting fractions with models  
 Fraction Cookie Game  
 Fraction Card Game (may be done as homework)

**10 Minute Math**  
 Guess My Number:  $\frac{3}{4}$   
 (see p.13)

**10 Minute Math**  
 Guess My Number:  $\frac{1}{3}$   
 (see p.13)

**10 Minute Math**

**10 Minute Math**

**10 Minute Math**  
 Guess My Number:  $\frac{2}{3}$

**Homework**  
 Daily Cumulative Review, p. 124  
 You may want to skip number 2 however.

**Homework**  
 Find additional solutions for Student Sheet 6 and/or Daily Cumulative Review p. 126. # 4 is difficult.

**Homework**

**Homework**  
 Extend Your Thinking p. 80  
 (multiplication and problem solving)

**Homework**  
 Play fraction card game at home.  
 Take home extra fraction set.  
 Daily Cumulative Review p. 127

**Support Material**

**Support Material**

**Support Material**

**Support Material**

**Support Material**  
 Dialogue Box p. 37  
 Playing the Fraction Cookie Game

**Notes:**  
 Remove the squares and tan rhombuses.

**Notes:**

**Notes:**

**Notes:**  
 Student Sheet 7 may be used as a work sample. Choose 1 or 2.  
 Student sheet will take time!

**Notes:**

Day 11	Day 12	Day 13	Day 14	Day 15
<p><b>Calendar</b></p> <p>Update All Discuss: Comp &amp; Con, Clock, Counting Tape How many hexagons marking the multiples of 6 are above 100? What numbers are these?</p>	<p><b>Calendar</b></p> <p>Update All Discuss: Depositor, Measurement, Comp &amp; Con Be sure to record number sentences with division stories for Comp &amp; Con</p>	<p><b>Calendar</b></p> <p>Update All Discuss: Comp. &amp; Con, Counting Tape, Clock What was the time 19 hours ago? How did you figure that out? What were you doing then?</p>	<p><b>Calendar</b></p> <p>Update All Discuss: Depositor, Comp &amp; Con, Calendar Describe patterns on calendar so far. What will the date be on the last trapezoid?</p>	<p><b>Calendar</b></p> <p>Update All Discuss: Comp &amp; Con, Clock, Measurement Review how many ounces equal a pound, a half pound, a quarter pound</p>
<p><b>Lessons</b></p> <p>Testing and Catch-up Day</p>	<p><b>Lessons</b></p> <p>Investigation 2, Session 5, p. 38</p> <ul style="list-style-type: none"> <li>• Adding fractions</li> <li>• Problem solving with fractions</li> </ul> <p>Student Sheet 10: present first problem, students work individually. (Work with small group of struggling students)</p>	<p><b>Lessons</b></p> <p>Testing and Catch-up</p>	<p><b>Lessons</b></p> <p>Investigation 2, Session 6, p. 38</p> <ul style="list-style-type: none"> <li>• Adding fractions</li> <li>• Problem solving with fractions</li> </ul> <p>Debrief challenge problem on Student Sheet 10. Create additional problems. Student Sheet 11 (explain # 3)</p>	<p><b>Lessons</b></p> <p>Investigation 2, Session 7, p. 40</p> <ul style="list-style-type: none"> <li>• Recognizing equivalents</li> <li>• Adding fractions</li> <li>• Problem solving with fractions</li> </ul> <p>Make a pattern block design that is half yellow and prove design is half yellow (May take two days) Use triangle paper.</p>
<p><b>10 Minute Math</b></p>	<p><b>10 Minute Math</b></p>	<p><b>10 Minute Math</b></p>	<p><b>10 Minute Math</b></p> <p>Multiplication facts: 3's (random facts, practice with partner or orally as class)</p>	<p><b>10 Minute Math</b></p> <p>Multiplication facts: 5's choral or as partners</p>
<p><b>Homework</b></p>	<p><b>Homework</b></p> <p>Daily Cumulative Review, p. 98. You may need to remind students what a slide, turn, and flip is.</p>	<p><b>Homework</b></p>	<p><b>Homework</b></p> <p>Extend Your Thinking p. 82</p>	<p><b>Homework</b></p> <p>Daily Cumulative Review p. 125 1-6, and 9-13</p>
<p><b>Support Material</b></p>	<p><b>Support Material</b></p>	<p><b>Support Material</b></p>	<p><b>Support Material</b></p>	<p><b>Support Material</b></p> <p>Teacher Note p. 45: Designs That Are 1/2 Yellow</p>
<p><b>Notes:</b></p>	<p><b>Notes:</b></p> <p>Student Sheet 10 can be used as a work sample.</p>	<p><b>Notes:</b></p>	<p><b>Notes:</b></p> <p>Student Sheet 11: # 3 may be used as a work sample if not done as homework.</p>	<p><b>Notes:</b></p> <p>Use the examples on page 42 and 43 to model how to prove half of design is yellow.</p>

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

<b>Calendar</b>	<b>Calendar</b>	<b>Calendar</b>	<b>Calendar</b>	<b>Calendar</b>
Update All Discuss: Counting Tape, Depositor, Comp & Con Students should be coming up with division stories, using up to 5 pockets for sharing.	Update All Discuss: Comp. & Con, Measurement, Clock Be sure to focus on am/pm when telling time ahead and time back	Update All Discuss: Depositor, Comp & Con, Measurement How many ounces have been collected? How many pounds in all?	Update All Discuss: Counting Tape, Comp & Con, Calendar Do the squares have a number pattern on the calendar? Which shapes have more than 1 line of symmetry?	Update All Discuss: Depositor, Comp & Con, Measurement
<b>Lessons</b>	<b>Lessons</b>	<b>Lessons</b>	<b>Lessons</b>	<b>Lessons</b>
Investigation 2, Session 7, p. 40 Complete designs. Make sure students can prove mathematically that the design is half yellow.	Investigation 3, Session 1, p. 48 • Understanding division with fractions and with remainders • Understanding division with money • Using decimals in money context Sharing Dollars	Investigation 3, Session 2, p. 53 • Understanding division with money • Using decimals in money context Assessment Student Sheet 13 (don't worry about the calculator)	Investigation 3, Session 3, p. 56 • Finding fraction of a set of objects • Recognizing relationship between division and fractions Sharing objects such as cubes or pennies. Begin with small numbers and finding 1/2, then 1/4.	End of Unit Assessments Catch-up
<b>10 Minute Math</b>	<b>10 Minute Math</b>	<b>10 Minute Math</b>	<b>10 Minute Math</b>	<b>10 Minute Math</b>
Multiplication facts: 4's choral or as partners	Multiplication facts: 10's choral or as partners	Multiplication facts: each person practices a number that he or she is working on		Students assess each other on multiplication facts
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Daily Cumulative Review p. 128 # 1-12	Daily Cumulative Review p. 151	Student Sheet 14		
<b>Support Material</b>	<b>Support Material</b>	<b>Support Material</b>	<b>Support Material</b>	<b>Support Material</b>
Teacher Note p. 45 : Designs That Are 1/2 Yellow	Dialogue Box: Sharing Money p. 55	Teacher Note p. 54, Assessment		

Notes:

Notes:

Calculators are not necessary for these lessons. You may wish to skip "comparing fractions and decimals" p. 52. (Only use money!)

Notes:

You may choose to skip this session entirely if pressed for time.

Notes:

Avoid complicated fractions. Begin with numbers that are evenly divisible, then try some that don't divide evenly.

Notes: