

Tuesday	Wednesday	Thursday	Friday	Monday
May 1	May 2	May 3	May 4	May 7
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Update All Discuss: Counting Tape	Update All Discuss: Coin Counter	Update All Discuss: Counting Tape	Update All Discuss: Coin Counter	Update All Discuss: Calendar
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Inv. 1 Session 1 •Making a multiplication table using arrays pg. 4 *students make array cards beforehand if not saved from Arrays and Shares	Inv. 1 Session 2 •Discussing the multiplication tables pg. 5 •Discussing difficult multiplication pairs pg. 6	Inv. 1 Session 3 •Finding multiples on the multiplication table pg. 9	Inv. 1 Session 4 •Skip counting by two-digit numbers pg. 11 •Making a multiple tower pg. 12	Scoring Guide: •Pass out student guide • Discuss the use of the scoring guide •Focus on “Conceptual Understanding” •Look at anchor paper #5-1 & #5-3 on overhead
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
Homework	Homework	Homework	Homework	Homework
Student Sheet #1: Making a multiplication table, send home student’s array cards		Color in the multiplication table using the colors of the Every Day Counts multiple markers	PS: Use logical reasoning, Problem #77 pg. P.15	Give Tie-Dye Sample Problem
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
Send home family letter				

Math Book Abbreviation KEY:

PS=Problem Solver, IN=Investigations, EDC=Everyday Counts, DCMR=Daily Cumulative Review Masters

Tuesday	Wednesday	Thursday	Friday	Monday
May 8	May 9	May 10	May 11	May 14
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Update All Discuss: Counting Tape	Update All Discuss: Coin Counter	Update All Discuss: Coin Counter	Update All Discuss: Counting Tape	Update All Discuss: Calendar
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Inv. 1 Session 5 •Teacher checkpoint: Multiple towers and working on difficult pairs pg. 13	Inv. 2 Session 1 •Returning to multiplication clusters pg. 18 •Making a cluster of problems pg. 20	Inv. 2 Session 2 •Making close estimates pg. 24 •Teacher checkpoint: Solving a problem in two ways pg. 25	Inv. 2 Session 3 •Making a cluster of problems pg. 25	Scoring Guide: •Students work with scoring guide copy •Review the “Conceptional Understanding” dimension •Introduce & read “Processes & Strategies” whole group •Look at anchor papers #5-1 & #5-3 on overhead
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
	Exploring data pg. 18		Exploring data pg. 18	
Homework	Homework	Homework	Homework	Homework
Student Sheet #2: Making multiple towers	Student Sheet #3: A cluster of problems	Student Sheet #7: More cluster problems	Student Sheet #8: Other people’s strategies	Students revise Tie-Dye problem using “Processes & Strategies”
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
Dialogue Box: read pg. 15	Teacher note: read pg. 21 & 23			

Math Book Abbreviation KEY:

PS=Problem Solver, IN=Investigations, EDC=Everyday Counts, DCMR=Daily Cumulative Review Masters

Tuesday	Wednesday	Thursday	Friday	Monday
May 15	May 16	May 17	May 18	May 21
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Update All Discuss: Counting Tape	Update All Discuss: Calendar (you may want students to create their own pattern this month)	Update All Discuss: Counting Tape	Update Calendar and Counting Tape	Update Calendar and Counting Tape Discuss: Calendar
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Inv. 3 Session 1 •How many 4's in 48? pg. 30 •Teacher checkpoint: Connecting division equations to a context pg. 31	Inv. 3 Session 2 •Packages of pencils pg. 32	Inv. 3 Session 3 •Dividing by grouping pg. 42 •Another problem with cubes pg. 43	Inv. 3 Session 4 •Assessment: 34 x 12 pg. 46 •Word problems pg. 49	Scoring guide: •Students work with scoring guide copy •Review the last 3 dimensions •Read as a class about "Communication" •Look at anchor papers #5-1 and #5-2 •Let students discuss the possible
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
		Guess my number pg. 41 & 65		
Homework	Homework	Homework	Homework	Homework
	Student Sheet #10: More pencil problems (students need to write the # of students in class and in the school)	Student Sheet #11: Guess my number problems	Finish Student Sheet #15 started in class	Revise Tie-Dye paper focusing on "Communication"
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
Teacher note: read pg. 35 & 36	Teacher note: read pg. 37 - 39	Fill a container with 128 cubes for demonstration 20 paper cups, plates or towels to hold the cubes		

Math Book Abbreviation KEY:

PS=Problem Solver, IN=Investigations, EDC=Everyday Counts, DCMR=Daily Cumulative Review Masters

Tuesday	Wednesday	Thursday	Friday	Monday
May 22	May 23	May 24	May 25	May 28
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Update Calendar and Counting Tape Discuss: Counting Tape	Update Calendar and Counting Tape	Update Calendar and Counting Tape	Update Calendar and Counting Tape	
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Inv. 3 Session 5 •Division problems pg. 49 •Class discussion: Strategies for solving difficult two-digit division problems pg. 50	Inv. 3 Session 7 •Marbles in a bag pg. 51 •Class discussion: Marvin's mystery multiple tower pg. 49	Inv. 3 Session 8 •Looking for relationships pg. 52 •Finding factors of large numbers pg. 53	Inv. 3 Session 8 •Class discussion: Making conjectures about finding factors pg. 55	Holiday
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
	Guess my number pg. 51 & 65			
Homework	Homework	Homework	Homework	Homework
Student Sheet #17: Marvin's mystery multiple tower	PS: Use logical reasoning, Problem #91 pg. P. 22	Student Sheet #18: Finding factors	Practice Sheet C	
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support

Math Book Abbreviation KEY:

PS=Problem Solver, IN=Investigations, EDC=Everyday Counts, DCMR=Daily Cumulative Review Masters

Tuesday	Wednesday	Thursday	Friday
May 29	May 30	May 31	June 1
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Update Calendar and Counting Tape	Update Calendar and Counting Tape	Update Calendar and Counting Tape	
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Scoring Guide: <ul style="list-style-type: none"> •Review all dimensions •Introduce "Accuracy" •Look at anchor paper #5-1 •Discuss in groups as to the accuracy of the paper & the score they would give 	Inv. 3 Session 9 <ul style="list-style-type: none"> •Introducing division bingo on the multiplication table pg. 57 •Playing division bingo pg. 58 	Inv. 3 Session 10 <ul style="list-style-type: none"> •Assessment: 287 ÷ 14 pg. 60 •Division bingo pg. 61 	Scoring Guide: <ul style="list-style-type: none"> • Students work with scoring guide copy • Review the last 2 dimensions • Read as a class about "verification" • Discuss the scoring
Choice Time	Choice Time	Choice Time	Choice Time
Homework	Homework	Homework	Homework
Have students rewrite the Tie-Dye problem focusing on all the dimensions discussed			Students revise Tie-Dye problem focusing on "Verification"
Teacher Support	Teacher Support	Teacher Support	Teacher Support