

Monday January 1	Tuesday January 2	Wednesday January 3	Thursday January 4	Friday January 5
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Holiday	CIM Inservice Day	Update All Introduce: Comp & Con (multiples of 3) - You will need 10 clear pockets to place counters in; Counting Tape - begin to draw triangles around multiples of 3.	Update All Introduce: Measurement - Cups to Quarts (see Feb. - note that order of measurement has been switched - begin to collect qt containers) Discuss: Depositor, Coin Counter	Update All Discuss: Comp & Con, Counting Tape, Measurement Practice rounding with the numbers on the Counting Tape.
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
		Investigation 1, Session 1 (p.4) • Finding factors • Recording multiplication Ways to make 20 using linking cubes Student sheets 1 & 2	Investigation 1, Session 2 (p.7) • Finding factors • Skip counting by 2,3,4,5,6 • Using multiplication notation to record factor pairs and multiples Use student sheets 3,4, and 5 to find factors for 24, 36 and 48 Do checkpoint p.12	Investigation 1, Session 4 (p.17) • Finding factors for 100 • Using two factors to describe a multiple Students should rely on their 100's charts books to easily find factors for 100 Complete student sheet 6 and 7
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
			Skip counting by 4	Counting around the class by 5's
Homework	Homework	Homework	Homework	Homework
		Student sheet 2 (2 copies) Pick from the following numbers: 16, 26, 30, 40, 42, 60	Complete sheets for factors for 24, 36, 48 Daily Cumulative Review p.73	
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
			p. 15, introducing math vocabulary including factor	Teacher Note: p. 21 What About Notation

Monday January 8	Tuesday January 9	Wednesday January 10	Thursday January 11	Friday January 12
Every Day Counts Update All Discuss: Calendar, Depositor Have students predict what calendar pieces will be on future dates.	Every Day Counts Update All Discuss: Counting Tape, Coin Counter Play <i>I've Got a Number</i> using the Counting Tape. See Helpful Hints in Counting Tape section.	Every Day Counts Update All Discuss: Comp & Con, Measurement Show students how to add numbers in a sequence. See Daily Depositor for strategies.	Every Day Counts Update All Discuss: Counting Tape, Depositor How many more school days until Day 100? Day 90?	Every Day Counts Update All Discuss: Comp & Con, Coin Counter Have students explain how they can figure out how many counters are in for Comp & Con. Are they adding? Do they know x3 facts?
Whole Group Lessons Investigation 1, Session 6 (p.22) • Factors of 100 • Using money to find factors for 100 • review value of coins Students find different ways to divide a dollar	Whole Group Lessons Investigation 1, Session 7 (p.26) • Using money to find factors for 100 • Recording multiplication Students keep record of what happens when various numbers of people share a dollar	Whole Group Lessons Investigation 2, Session 1 (p.32) • Multiply and divide using factors • Finding factors for multiples of 100 Choice time: Introduce: How many ___ in 200 etc., Money problems, and counting on 300 to whole class. Set up stations	Whole Group Lessons Investigation 2, Session 2 (p.35) • Use multiples of 100 • Finding factors for multiples of 100 Choice time: Set up 3-4 stations. If calculators are available introduce calculator skip counting. Discuss 20 as factor.	Whole Group Lessons Investigation 2, Session 3 (p.36) • Finding factors for multiples of 100 • Writing multiplication sentences Choice time: Set up 3-4 stations. Written assessment: "Explain how many 20's or 25's in 500."
Choice Time Counting by 10's	Choice Time Practice, 2, 3, 4, or 5's with array cards	Choice Time	Choice Time Skip counting by 6	Choice Time Count by 10's
Homework Student Sheet 10	Homework Extend Your Thinking p. 75	Homework Send home additional money problems. You may want to select three of the ones on p. 86 or change the numbers on some from p.85	Homework Find 2 numbers that are factors of 300. Also Daily Cumulative Review p.5 (graphs)	Homework
Teacher Support Dialogue Box p. 28 Dividing a Dollar Among Five People	Teacher Support Do Teacher Checkpoint p. 27 Read Dialogue Box p. 29 100 Cents and 3 People	Teacher Support Read "How many 20's in ..." p. 35 for tomorrow.	Teacher Support Read Dialogue Box, How Many 20's in 280, p. 40	Teacher Support Read Assessment p. 37

Monday January 15	Tuesday January 16	Wednesday January 17	Thursday January 18	Friday January 19
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Holiday	Update All Discuss: Calendar, Depositor What is the pattern emerging on the triangles? Which of these triangles also have holes (stickers)?	Update All Discuss: Counting Tape, Coin Counter, Measurement Focus on using quarters first to make today's amount of money in Coin Counter.	Update All Discuss: Depositor, Comp & Con See "Discussion After 10 Days" in Comp & Con section to fill in Blank 100 Chart.	Update All Discuss: Counting Tape, Coin Counter, Measurement How many cups do we have today? How many quarts is that? How many extra cups?
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
	Investigation 2, Session 4 (p.41) • Solving multiplication and division problems More money problems Encourage multiple strategies for solutions.	Investigation 2, Session 5 (p.44) • Use standard notation for multiplication and division Choice time: Set up 3-4 stations. Model student sheet 14 with an example such as # of fingers. Model first problem of division problems	Investigation 2, Session 6 (p.48) • Using multiplication and division to solve problems Review the four choices for choice time. Make sure students do several "division problems." Make sure students understand landmark problems.	Investigation 3 Session 1 (p.54) • Counting by 20's, 25's, 50's • Factors for 1000 • Understanding relative size of 1000 Construct 1000 chart. This may take more than 1 day.
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
	Counting by 100's	Calendar Math Make the number 18 using multiplication and division with different number combinations. e.g. $180 \div 10 = 18$	Counting around the class by 20's	Counting around the class by 20's
Homework	Homework	Homework	Homework	Homework
	Student sheet 13	Practice Page A & B	Student sheet 15 Multiplying Things at Home	
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
		Teacher note, p. 50, Talking and Writing about Division	Read Using Multiples to Count (p. 49) Note emphasis on eliminating counting by 1' or even 2's	

Math Book Abbreviation KEY:

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