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| **Unit** | **Unit Topics Grade 1** | **Recommendations** |
| **Unit 1** | **August**  |
| **How Many of Each?** | Addition, Subtraction & Number System 117 days | Investigation 1- Counting and Quantity | only using dot cards or Quick Images, only Addition taught, not Subtractionemphasize counting onteacher should make the connection to equations during discussion of “How Many Am I Hiding? |
| Investigation 2- Counting and Comparing  |
| Investigation 3- Combining |
| Investigations 4- Composing Numbers  |
| **Unit 3** | **September - October** |
| **Solving Story Problems** | Addition, Subtraction & Number System 226 days | Investigation 1- Combinations | need to do more with the symbols and 2-digit numbers finding 10 more/less  |
| Investigation 2- Introducing Subtraction |
| Investigation 3- Working With Addition and Subtraction  |
| Investigation 4- Counting Larger Amounts |

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| **Unit 2** | November |
| **Making Shapes and Designing Quilts** | 2-D Geometry & Fair Shares9 days | Investigation 1- Composing and Decomposing 2-D Shapes  | 1.G.1- directly taught within the unit1.G.2- only uses two-dimensional shapes*During unit 2 keep practicing computation.* |
| Investigation 2- Describing and Sorting Shapes  |
| Investigation 3- Quilts (End of Unit Assessment only)  |
| **Unit 4** | **December**  |
| **What Would You Rather Be?** | Data Analysis6 days | Investigation 1- Sorting  | 1.NBT.3-not directly taught, but in the “Quick Survey” (weather) the symbols need to be included |
| Investigation 2- Collecting and Representing Data 2.5 Assessment Day |
| Investigation 3- Comparing Age Data  |
| **Unit 5** | **January**  |
| **Fish Lengths & Animal Jumps** | Measurement13 days | Investigation 1- Learning to Measure  | 1.OA.1- numbers need to be increased to within 201.G.2- the true focus is halves/quarter, not the standard and only uses two-dimensional shapes*During unit 5 keep computation progressing.* |
| Investigation 2- Measuring Distances  |
| Investigation 3A- Halves and Fourths  |

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| **Unit 6** | **January - February** |
| **Number Games & Crayon Puzzles** | Addition, Subtraction & the Number System 323 days | Combinations of Ten  | typically only using 2 addends. A third addend needs to be added and the numbers need to reach 20only goes up to 10 for the majority of the lessonsubtraction is introducedup to 100 only vocabulary needs to include “tens” and “ones”. need to do more with finding 10 more/less  |
| Combinations of Numbers  |
| Addition and Subtraction  |
| **Unit 7** | **March** |
| **Color Shape & Number Patterns** | Patterns and Functions12 days | Repeating Patterns  | 1.OA.5- addition is directly taught in lessons but subtraction is not. 1.OA.7- the equation and equal sign are not directly taught but are addressed in the classroom routine “Tell a Story”, while the true/false component is missing |
| Number Sequences  |
| **Unit 8** | **April - May** |
| **Twos, Fives, and Tens** | Addition, Subtraction and the Number System 422 days | Getting to 100  | 1.OA.2- 3rd addend can be added into stories1.OA.6- addresses the counting on and making 10 strategies. Subtraction and decomposing numbers, creating equivalent or known sums are not addressed |
| Twos, Fives, and Tens |
| Tens |
| Adding and Subtracting 2-Digit Numbers  |
| **2nd Grade Unit 1** | **May 12 – May 30 (+0)** |
| **Counting, Coins, and Combinations** | Addition, Subtraction & Number System 114 days | Investigation 2: Counting and Coins up to 45 | skip counting by 2, 5, 10, and 25  |
| Investigation 3: Combinations of 10  |
| Investigation 4: Addition and Subtraction Situations  |
| **Unit 9** | **June 2 – June 12 (+3)** |
| **Blocks and Boxes** | 3-D Geometry6 days | Investigation 1- Comparing and Constructing 3-D Shapes  | Building blocks could be used as a resource |
| Investigation 2- Building a Block Town |

2nd grade

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| **Unit 1** | **August 27 – September 27 (+4)**  |
| **Counting, Coins, and Combinations** | Addition, Subtraction & Number System 119 days | Investigation 1: Intro Math Tools & Routines  | Addition and Subtraction, but not to 100 |
| Investigation 2: Counting and Coins |
| Investigation 3: Combinations of 10  |
| Investigation 4: Add and Sub Situations |
| **Unit 3** | **September 30 – November 15 (+4)** |
| **Stickers, Number Strings, and Story Problems** | Addition, Subtraction & Number System 229 days | Investigation 1: Adding More Than Two Numbers  | Objects are arranged, not in rectangular arrays up to 5 columns and 5 rows.Skip count by 2, 5, 10 but not to 1,000Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Students only add two, two-digit numbersTime to the nearest hour and half-hour but not 5 minutes. |
| Investigation 2: Addition and Subtraction  |
| Investigation 3: Counting by 2s, 5s, and 10s  |
| Investigation 4: Place Value |
| Two-step word problems are in the Grade 2  |
| **Unit 2** | **November**  |
| **2-D & 3-D Geometry** | Shapes, Blocks and Symmetry11 days | 2-D & 3-D Shapes  | Addition and Subtraction explicitly taught but not within 100 or the unknown in all positions in the equation.Objects are arranged in rectangular arrays.emphasize correct math vocabulary as corners being angles. Time to the nearest hour and half-hour but not 5 minutes. |
| What is a Rectangle  |
| **Unit 4** | **December**  |
| **Pockets, Teeth, and Favorite Things** | Data Analysis6 days | Working with Categorical Data  | Emphasize fluency standards within 20Does not address standard of adding and subtracting within 100.. |
| Pocket and Teeth Data |
| Pictograph & bar graph mini-unit |
| **Unit 6** | **January**  |
| **How Many Tens? How Many Ones?** | Addition, Subtraction and the Number System 326 days | Investigation 1: Working with Tens and Ones | Emphasize fluency standards within 20Skip Counting by 5’s and 10’s, but not by 100 and not to 1,000 |
| Investigation 2: Working with 100  |
| Investigation 3: Adding to and Subtracting from 100 |
| Investigation 4: Making 100 with Equal Groups  |
| Investigation 5A: Working with 3-Digit Numbers  |
| **Use two-Step word problems throughout this unit.**  |
| **Unit 5** | **February**  |
| **How Many Floors? How Many Rooms?** | Patterns, Functions, and Change7 days | Investigation 1: Growing Patterns  | Objects are arranged but not in rectangular arrays Floors and Rooms does not explicitly address Counting by 5’s and 10’s, and not by 100’s to 1,000 |
| Investigation 2: Repeating Patterns and Number Sequences |
| **Unit 8** | **March** |
| **Partners, Teams, and Paper Clips** | Addition, Subtraction and the Number System 420 days | Investigation 1: Adding Even and Odd Numbers  | 100 can be thought of as a bungle of 10, 10’s addressed in breaking apart numbers in even and odd.Adding two, two digit numbers not four, two digit numbersAdd and Subtract within 1,000 in Common Core add-on lesson CC87 |
| Investigation 2: Remaining Addition Combinations  |
| Investigation 3: Subtraction  |
| Investigation 4: Addition  |
| Investigation 5A: Adding and Subtracting 3-Digit Numbers  |
| **Two-step word problems**  |
| **Unit 7** | **April 7 – May 2 (+3)** |
| **Parts of a Whole, Parts of a Group** | Fractions11 days | Investigation 1: One Half  | Does not address skip counting by 5, 10, 100 to 1,000.Fluently add and subtract within 100 in Classroom RoutinesPartition rectangles but not circlesIncluded in Classroom Routines only to quarter hour and not to 5 minutes. Addressed by partitioning clock in ½ and ¼ hour |
| Investigation 2: Halves, Thirds, and Fourths  |
| **Grade 3- Unit 1** | **May 5 – May 30 (+4)** |
| **Trading Stickers, Combining Coins** | Addition, Subtraction, & Number System 115 days | Investigation 1: Hundreds, Tens, and Ones | Fluently add and subtract within 1,000 Standard  |
| Investigation 2: Working with 100 |
| **Unit 9** | **June 2 – June 12 (+1)** |
|  | **10 days** | Investigation 2: Creating a Measuring Tool  |  |
| Investigation 3: Two Measurement Systems  |
| Line plot Activities |  |

Third Grade

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| **Unit** | **Days** | **Unit Topics** | **Common Core Recommendations** |
| **Unit 1:**  | **9** | **September 3 – September 20 (+2)** |
| **This Unit needs to be condensed in order to allow for additional time throughout the school year for review and the addition of the 4th grade unit.**  |
| **Trading Stickers, Combining Coins** | **Addition, Subtraction, & the Number System 1****9 days** |  | Focus on place value, and writing equations that match the problems |
|  | 1.3 Adding by place, adding one number in parts and using the number line to show work |
|  | 1.4 Adding up-how many more to 100 using a number line to show work |
|  | **use How Many More? How Much More?** |
|  | 1.8 Place value work with numbers in 100’s,  |
|  | 2.4 Coin Combinations-review coin values and use this day as an opportunity to discuss money and then provide practice throughout the rest of the school year with counting and comparing money amounts |
| **Day 8:** | 2.5  |
| **Day 9:** | Combine 2.7 and 2.8  |
| **Unit 2:**  | **15** | **September 23 – October 17 (+3)** |
| **Surveys****and Line Plots** | **Data Analysis** | 5 days | Quarter 1-Data Mini Unit | Use 2.3A as a resource for more pictograph work. |
| 2 days | Investigation 2: Representing and Describing Numerical Data  |  |
| 7 days | Investigation 3: Collecting and Analyzing Measurement Data * Investigation 3.1
* Add 2 days of *Ready Common Core: Measure Length and Line Plots Lesson 26,* Investigations 3.2, 3.3, 3.4, 3.5
 | Students generate data by measuring lengths and then graph the data on a line plot to the nearest whole inch, half inch and quarter inch.  |
| **Unit 3:** | **26** | **October 21 – December 6 (+4)** |
| **Collections and Travel Stories** | **Addition, Subtraction, and the Number System 2** | 7 days | Investigation 1: Building 1,000  | Teach this unit as is. This unit takes the computation up to 1,000 as needed for 3.NBT.2.Students must always write the equation that matches the problem they are solving in addition to showing their work. |
| 7 days | Investigation 2: Addition  |
| 6 days | Investigation 3: Finding the Difference  |
| 6 days | Investigation 4: Subtraction Stories  |
| **Unit 5:** | **26** | **December 9 - January 31 (+2)** |
| **Equal Groups** | **Multiplication and Division** | 4 days | Investigation 1: Things That come in Groups  | This Investigation meets the requirements of 3.OA.1,2, 3.1, 3.2 |
| 6 days | Investigation 2: Skip Counting & 100 Charts  |
| 9 days | Including 3.1AInvestigation 3: Arrays  | Continue to make connections with area and multiplication. Consider more division work to be added in or supplemented for homework.This investigation meets the requirements of 3.OA.3.3, 3.4, 4 |
| 7 days | Investigation 4: Understanding Division  |
| **Unit 7:** | **21** | **February 3 – March 7 (+2)** |
| **Finding Fair Shares** | **Finding Fair Shares** | 8 days | Investigation 1: Sharing Brownies  | There are additional lessons that included fractions on a number line. *Lesson 15 Understand Fractions on a Number Line* for additional practice. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.* |
| 4 days | Investigation 2: Many Ways to Make a Share  |
| **2-D Geometry** | **15** | **March 10 – March 28** | **Resources** |
| **2-D Geometry** | 3.MD. 5 | Recognize area as an attribute of plane figures and understand concepts of area measurement.a. A square with side length 1 unit, called “a unit square,”, and can be used to measure area.b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. |  |
| 3.MD.6 | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). |
| 3.MD.7 | Relate area to the operations of multiplication and addition.1. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 |  |
| 1. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.
 |
| 1. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning.
 |
| 1. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
 |  |
| 3.MD.8 | Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |  |
| 3.G.1 | Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |  |
|  | 3.G.2  | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as ¼ of the area of the shape.  |   |
| **Unit 8:** | **10** | **March 31 – April 11 (+0)** |
| **How Many Hundreds: How Many Miles?** | **Addition, Subtraction, & Number System 3** | 5 days | Investigation 1: Numbers in the Hundreds  |  |
| 5 days | Investigation 2: Addition Strategies  |
| **Grade 4 Unit 5:** | **13** | **April 22 – May 16 (+6)** |
| **Landmarks and Large Numbers** | **Addition, Subtraction, & Number System** | 5 days | Investigation 2: Adding It Up |  |
| 5 days | Investigation 3: Working with Numbers to 10,000 |
| 8 days | Investigation 4: Subtraction  |
| **Unit 9:** | **3** | **May 19 – May 23 (+2)** |
| **Solids and Boxes** | **Solids and Boxes** | 3 days | Investigation 4A: Liquid Volume and Weight and Mass  | Use only the additional Investigation that covers liquid volume. 3.MD.2.1, 2.2,2.3 |

**QUARTER 1**

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| **Unit** | **Days** | **Unit Topics** | **Common Core Recommendations** |
| **Topic 1: Place Value** | **4 days** | **September 3 – September 6 (+0)**  |
| **Place Value Review** | 4 days | * 6.A.1.a - Read, write, and represent numbers using symbols, words, models up to 1,000,000
* 6.A.1.b - Express whole numbers in expanded form up to 1,000,000
* 6.A.1.c - Identify the place of a digit in a number
* 6.A.1.d - Compare, order and describe whole numbers
 | * See suggested lessons on the V-drive
* When teaching 6.A.1.a, extend to include 4.NBT.1: Recognize that a multi-digit whole number, a digit in one place represents ten times what it represents in the place to the right.
* Meets the requirements for 4.NBT.2**.**
 |
| **Topic 2: Addition/Subtraction****(Unit 5 Grade 4 & Unit 3 Grade 5)** | **28 days**  | **September 9 – October 30 (+8)**  |
| **Unit 5 (Gr. 4)****Landmarks and Large Numbers** | **Addition, Subtraction, and the Number System** | 5 days | **Unit 3 (Gr. 5)** - Investigation 1: Using Place Values | Needs to be more explicitly addressed:* Multi-step Problems (4.OA.3)
* Fluently Add and Subtract (4.NBT.4)
 |
| 6 days | **Unit 5 (Gr. 4)** - Investigation 2: Adding It Up |
| 7 days | **Unit 5 (Gr. 4)** - Investigation 4: Subtraction |
| 5 days | **Unit 3 (Gr. 5)** - Investigation 2: Studying Subtraction |
| **Unit 3 (Gr. 5)****Thousands of Miles, Thousands of Seats** | 5 days | **Unit 3 (Gr. 5)** – Investigation 3: Adding and Subtracting Large Numbers* Session 3.1 – Consider allowing students to continue playing *Close to 1,000* and use *Close to 7,500* as an extension
 |
|  | **Ten Minute Math** |  | Teach all Practicing Place Value Activities (Teach all 15 days) |

**QUARTER 2**

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| **Topic 3: Multiplication/Division 1****(4th Grade, Unit 1)** | **15 days** | **October 31 – November 26 (+2)** |
| **Factors, Multiples, and Arrays** | **Multiplication and Division 1** | 6 days | Investigation 1: Representing Multiplication with Arrays | Needs to be more explicitly addressed:* Multi-step Problems (4.OA.3)
 |
| 5 days | Investigation 2: Multiplication Combinations |
| 4 days | Investigation 3: Finding Factors |
| **Topic 4: Multiplication/Division 2** **(4th Grade, Unit 3)** | **20 days** | **December 2 – January 23 (+8)** |
| **Multiplication Towers and Division Stories** | **Multiplication and Division 2** | 5 days | Investigation 1: Breaking Apart Multiplication Problems | Needs to be more explicitly addressed:* Multiply 4-digit by 1-digit whole numbers (4.NBT.5)
* Properties of Multiplication (4.NBT.5)
* Divide with 4 digit dividends and 1-digit divisors (4.NBT.6)
* Multi-step Problems (4.OA.3)
 |
| 6 days | Investigation 2: Division |
| 4 days | Investigation 3: Multiplying 10s |
| 5 days | Investigation 4: Strategies for Multiplication |

**QUARTER 3**

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| **Topic 5: Fractions/Decimals****(Grade 4: Unit 6)** | **25** | **January 24 – March 7 (+3)** |
| **Fraction Cards and Decimal Squares**  | **Fractions and Decimals** | 8 days | Investigation 1: Parts of Rectangles | Needs to be more explicitly addressed* Adding/Subtracting Mixed Numbers (4.NF.3c)
* Fractions on a Line Plot (4.MD.4)
* Decimals on a Number Line (4.NF.6)
 |
| 7 days | Investigation 2: Ordering Fractions |
| 3 days | Investigation 3A: Multiplying fractions |
| 7 days | Investigation 3: Working with Decimals |
| **Topic 6: Measurement****(Grade 4: Unit 4)** | **13** | **March 10 – April 1 (+4)** |
| **Size, Shape and Symmetry** | **2-D Geometry and Measurement** | 2 | Investigation 2: Polygons of Many Types | Investigation 3 Measuring Angles-(5 days)(Get rid of Power polygons focus on using protractor) 3.4A first to introduce protractors. Follow with 3.1-3.4 (5 days) |
| 5 | Investigation 3: Measuring Angles  |
| 6 | Investigation 4: Finding Area |

**QUARTER 4**

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| **Topic 7: Multiplication/Division 3 (Grade 4: Unit 8)** | **18 days** | **April 2 – May 9 (+4)** |
| **How Many Packages? How Many Groups?** | **Multiplication and Division** | 5 days | Investigation 1: Multiplication with 2-Digit Numbers | Needs to be more explicitly addressed:* Multiply 4-digit by 1-digit whole numbers (4.NBT.5)
* Properties of Multiplication
* Divide with 4 digit dividends and 1-digit divisors
* Multi-step Problems
 |
| 6 days | Investigation 2: Strategies for Multiplication |
| 7 days | Investigation 3: Solving Division Problems |
|  | **Ten Minute Math** |  | Investigations Closest Estimate Counting Around the Class  |
| **Topic 8: Volume** | **4** | **May 12 – May 16 (+1)** |
| **Moving Between Solids and Silhouettes** | **3-D Geometry & Measurement** | 4 | **(Grade 4: Unit 7)** Investigation 3: Understanding Volume |  |
| **Topic 9: Functions** | **8** | **May 19 – June 6 (+6)** |
| **Penny Jars and Plant Growth** | **Patterns, Functions, and Change** | 8 days | **(Grade 4: Unit 9)** Investigation 2: Penny Jars and Towers |  |

**4Advanced At-a-Glance**

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| **Topic** | **Resource** | **Days** | **Time Frame** |
| Topic 1: Line plots with fractions | G3 Ready CC | 4 | August 27 – September 6 | +4 |
| Topic 2: Addition and Subtraction to 10,000 | G5 Unit 3 | 13 | September 9 – October 4 | +6 |
| Topic 3: Multiplication and Division of 2-digit numbers | G5 Unit 1 | 15 | October 7 – November 1 | +4 |
| Topic 6: Fraction Cards and Decimal Squares | G4 Unit 6 | 25 | November 4 – December 20 | +5 |
| Topic 7: Geometry | Mini-Unit | 16 | January 6 – January 31 | +2 |
| Topic 8: Fraction Computation | G5 Unit 4 | 21 | February 3 – March 7 | +2 |
| Topic 9: Line Plots review | G4 Ready CC | 4 | March 10 – March 14 | +1 |
| Topic 10: Decimals | G5 Unit 6 | 19 | March 17 – April 11 | +1 |
| Topic 11: Multiplying and Dividing Decimals | G5 Unit 6 | 7 | April 22 – May 2 | +2 |
| Topic 12: Protractors/Measurement | Exploring Math TCM + Mini Unit | 12 | May 5 – May 20 | +0 |
| Topic 13: Volume | G5 Unit 2 | 12 | May 21 – June 6 | +0 |

**5th Grade At-a-Glance**

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| **QUARTER 1** |
| **Days** | **Topic** | **Suggested Time Frame** |
| 26 | Topic 1: Multiplication of Whole Numbers | August 27 – October 4 |
| 15 | Topic 2: Division of Whole Numbers  | October 7 – November 1 |
| **QUARTER 2** |
| 15 | Topic 3: Volume | November 4 – November 26  |
| 20-29 | Topic 4: Foundations of Fractions- Add/Subtraction | December 2 – January 24 |
| **QUARTER 3** |
| 26 | Topic 5: Decimals | January 28 – March 7 |
| 16 | Topic 6: Geometry, Functions, and Coordinate Graphing | March 10 – April 4 |
| **QUARTER 4** |
| 27 | Topic 7: Fraction Computation- Multiply/Divide | April 7 – May 23 |
| 10 | Topic 8: Data | May 27 – June 12 |

**5Advanced At-a-Glance**

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| **QUARTER 1** |
| **Days** | **Topic** | **Suggested Time Frame** |
| 11-15 | Topic 1: Whole Number and Decimal Computation | August 27 – September 18  |
| 2-3 | Topic 2: Order of Operations | September 19 – September 23  |
| 3-5 | Topic 3: Expressions and Equations  | September 24 – September 30  |
| 3-5 | Topic 4: Equations and Inequalities | October 1 – October 7  |
| 9-11 | Topic 5: Area of Polygons & Surface Area of 3-D shapes | October 8 – October 23  |
| **QUARTER 2** |
| 12 | Topic 6: Integers, Rational Numbers and Absolute Value | October 31 – November 20 |
| 15 | Topic 7: Functions and Coordinate Graphing | November 21 – December 16 |
| 8 | Topic 8: Data Analysis and Graphs | December 17 – January 9 |
| **QUARTER 3** |
| 3-6 | Topic 9: GCF and Add/Subtract Unlike Fractions | January 24 – February 3 |
| 19-20 | Topic 10: Multiply Fractions & Mixed Numbers | February 4 – March 7 |
| 10 | Topic 11: Divide Fractions | March 10 – March 25 |
| **QUARTER 4** |
| 27 | Topic 12: Ratios and Proportional Relationships | April 2 – May 16 |
| 9 | Topic 13: Volume | May 19 – May 30 |