

Date	Standards-2nd	Teacher Role/Student Goals	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>2 O.A. #3 2 NBT #1 2 NBT #2 2 NBT #3 2 NBT #4 2 NBT #8</p> <p>SMP #1 SMP #4 SMP #7 SMP #8</p> <p>*Be flexible. If you need more/less time take it.</p> <p>*Tip- students will try to change their estimates once they count. You may want to</p>	<p>The teacher's primary focus is on Routines (managing behaviors, building stamina, and independence from teacher.)</p>	<p>*How to get collection *Where are appropriate places to sit *Count your collection. When you're done count it again, and then again *How to clean up and put your collection away Practice</p>	<p>*How to get collection *Where are appropriate places to sit (*Count your collection. When you're done count it again, and then again *How to clean up and put your collection away *How to count with a partner- you count and move the object, I record it on paper.</p>	<p>Routines and recording- Students get their collections, sit in one spot, count their collections, and <u>record</u> how they counted. If they had 72 buttons, they can draw 72 buttons or 72 lines, or circles.</p> <p>*Share students' work that is recorded clearly.</p>	<p>Routines and recording- Students get their collections, sit in one spot, count their collections, and <u>record</u> how they counted.</p> <p>*Share students' work that is recorded clearly.</p>	<p>Estimate before you count, write it in pen. Is your actual total more or less than the actual total? Routines and recording- Students get their collections, sit in one spot, count their collections, and <u>record</u> how they counted. If they had 72 buttons, they can draw 72 buttons or 72 lines, or circles.</p>



	ask them to write in pen or highlight the estimates. Teachers can support/advance student thinking by:						
Week 2	<p>2 O.A. #3 2 NBT #1 2 NBT #2 2 NBT #3 2 NBT #4 2 NBT #8</p> <p>SMP #1 SMP #4 SMP #7 SMP #8</p>	<p>The teacher focuses on routines, organization, and how students count. *Do they have independence? Are they organized? *Do they count in efficient</p>	<p>Teachers can support students by asking: "Count that again to make sure its accurate. How will we count? What are some other ways we can count? How can we label our collections</p>	<p>Teachers can support students by asking: "Count that again to make sure its accurate. How will we count? What are some other ways we can count? How can we label our collections clearly?" In strategic small</p>	<p>Teachers can support students by asking: "Count that again to make sure its accurate. How will we count? What are some other ways we can count? How can we use cups to help us</p>	<p>Teachers can support students by asking: "Count that again to make sure its accurate. How will we count? What are some other ways we can count? How can we use cups to help us</p>	<p>Teachers can support students by asking: "Count that again to make sure its accurate. How will we count? What are some other ways we can count? How can we use cups to help us count?</p>



	<p>*Tip- students may struggle with counting past 100 or other benchmark numbers. Be sure to listen to them count by ones past a hundred before encouraging them to count in groups.</p>	<p>ways? *Can they count in a variety of ways?</p>	<p>clearly?" In strategic small groups or one on one conferences</p>	<p>groups or one on one conferences</p>	<p>count? How can we label our collections clearly?" In strategic small groups or one on one conferences</p>	<p>count? How can we label our collections clearly?" In strategic small groups or one on one conferences</p>	<p>How can we label our collections clearly?" In strategic small groups or one on one conferences</p>
<p>Week 3</p>	<p>2 O.A. #3 2 NBT #1 2 NBT #2 2 NBT #3 2 NBT #4 2 NBT #8</p> <p>SMP #1 SMP #4 SMP #7 SMP #8</p> <p>Identifying groups of 10/100: Do you have</p>	<p>Teacher is monitoring to assess accuracy, organization counting by 2's, 5's, 10's, recounting the collection backwards for those who are ready, labeling to connect to equations to match</p>	<p>Small group work or one on one conferences: can we count in other ways? What are your work so that everyone will know how you counted? How can we write an equation to match? How can we label our collections clearly?</p>	<p>Small group work or one on one conferences: *Can we count in other ways? *What are some other ways we can count? *How can we use cups to help us count? *How can we write an equation to match? *How can we label our collections clearly?</p>	<p>Teachers can support students by asking: *How can we label our collections clearly? *Do you have any groups of 10? *How many groups of 10 are in ___? Are there any ones left over? *How can we write an equation to match?</p>	<p>Teachers can support students by asking: *How can we label our collections clearly? *Do you have any groups of 10? *How many groups of 10 are in ___? Are there any ones left over? *How can we write an equation to match?</p>	<p>Teachers can support students by asking: *How can we label our collections clearly? *Do you have any groups of 10? *How many groups of 10 are in ___? Are there any ones left over? *How can we write an equation to match?</p>



	<p>any groups of 10/100? Can you make a group of 10/100? How many groups of ___ do you have in your collection? Do you have any ones left over?</p>						
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