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



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



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



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?			

