

<b>7:30-8:00</b> Breakfast Club	LLI-Orange Book 53
<b>8:15-9:00</b> <b>Room 312</b> <b>Ms. Cox</b>	Level D: I Love Pasta -I can compare and contrast. -I can use picture clues.
<b>9:45-10:30</b> <b>Room 313</b> <b>Ms. Geiger</b>	Level D: I Love Pasta -I can compare and contrast. -I can use picture clues.  Level G: Around the World in 10 Pancakes -I can identify the long e spelled ee, ea -I can identify the author's purpose.
<b>10:30-11:00</b>	LLI-Blue Book 45
<b>11:00-11:30</b>	LLI-Orange Book 45
<b>12-12:45</b> <b>Room 303</b> <b>Mrs. Cole</b>	Eureka Math Module 7 Lesson 21 Measurement Standard/s: <b>MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <b>MD.2</b> Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. <b>MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters. <b>MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  LT: I am learning to.. -measure an object twice using different length units and compare. .

	<p>SC: I can...</p> <ul style="list-style-type: none"> <li>-compare centimeters and inches.</li> <li>-measure using centimeters and inches.</li> </ul> <p>Introduction/ Connection  Direct Instruction  Fluency Practice, Application Problem, Concept Development (We Do)  Considerations for Differentiation:  Scaffold the lesson for English language learners by pointing to the inch ruler and the centimeter ruler while giving directions. Point out the different units on the rulers while asking students which unit is bigger, the inch or the centimeter</p> <p>Teaching Point:  same as above  Problem Set (You Do)  Considerations for Differentiation:  Support students performing below grade level by repeating the activity with different lengths. Ask them to draw lines that are 6 centimeters long and 6 inches long. Repeat until students are sure that the inch line is longer than the centimeter line and can explain the following: The same number of units makes a longer line when using inches rather than centimeters. When measuring an item, it takes more centimeters than inches to measure that item  Teaching Point:  same as above  Debrief</p>
<p><b>12:45-1:30</b>  <b>Room 313</b>  <b>Ms. Geiger</b></p>	<p>Eureka Math  Module 6  Lesson 2  Standard/s  1.OA.6, 1.NBT.1  LT: I will solve compare with bigger or smaller unown problem types.</p> <p>SC: I can</p> <ul style="list-style-type: none"> <li>-recall a story to match a tape diagram.</li> <li>-identify and match parts of a tape diagram to parts of a story.</li> <li>-write addition and subtraction number sentences to match the story.</li> <li>-find the unknown in addition and subtraction sentences.</li> </ul>

**1:30-2:10**  
**Room 312**  
**Ms. Cox**

Eureka Math  
Same as above