

<b>7:30-8:00</b> Breakfast Club	LLI-Orange Book 58
<b>8:15-9:00</b> <b>Room 312</b> <b>Ms. Cox</b>	Level D: Do Not Eat That! -I can identify cause and effect. -I can say words with initial sound/d/
<b>9:45-10:30</b> <b>Room 313</b> <b>Ms. Geiger</b>	Level D: Do Not Eat That! -I can identify cause and effect. -I can say words with initial sound /d/  Level G: Bonks Loose Tooth -I can sequence main events. -I can identify and read s-family blends.
<b>10:30-11:00</b>	LLI-Blue Book 48
<b>11:00-11:30</b>	LLI-Orange Book 49
<b>12-12:45</b> <b>Room 303</b> <b>Mrs. Cole</b>  End of Module	Eureka Math Module 7 Lesson 26 Measurement Data Standard/s: <b>2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. <b>2.MD.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  LT: I am learning to.. -draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.  SC: I can... -plot measures of bean plant height.

	<p>-plot sit and reach distance.</p> <p>Introduction/ Connection  Direct Instruction  Fluency Practice, Application Problem, Concept Development (We Do)  Considerations for Differentiation:  encourage students who have trouble measuring objects to first draw a line the length of the object using the object as a guide and then use a ruler to measure the line.</p> <p>Teaching Point:  same as above  Problem Set (You Do)  Considerations for Differentiation:  Scaffold the lesson for students working below grade level by placing the grid paper in their personal white boards. This allows students to practice marking the right number of X's onto the number line. Make sure they are transferring the data accurately by watching and asking questions as necessary: "How many items measured 10 cm? How many X's will you place above the 10 cm marker on the number line?"</p> <p>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 17  Standard/s  1.OA.6, 1.NBT.5, 1.OA.5  LT: I will add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing and recording the total below.</p> <p>SC: I can  -draw quick tens to match two-digit number sentences.  -group tens with tens and ones with one in a number sentence.  -use quick tens to solve two-digit number sentences.</p>

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

Eureka Math  
Same as above