

Teacher:

Mrs. Martin

Grade:

1st Grade

Week: 12/4-12/8

<p>Week of: *for additional curriculum information, please visit the district's resource Elementary Teaching Resources or Georgia Standards of Excellence</p>	<p style="text-align: center;">READING Unit 4 Week 3: Stories Have A Narrator</p>	<p style="text-align: center;">WRITING Week 5 21-25</p>	<p style="text-align: center;">PHONICS Unit 4 Week 3 K-2 Only</p>	<p style="text-align: center;">MATH Module 3 Lessons 21-25 Topic E</p>	<p style="text-align: center;">SOCIAL STUDIES Sacagawea American Frontier Unit 3 Week 2 of 3</p>
<p>Monday</p>	<p>Standard: (full) ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Learning Target: I am learning to use pictures (illustrations) and details in a story to help me describe the characters, setting, or events.</p> <p>Success Criteria: <input type="checkbox"/> I can make predictions from pictures and titles.</p>	<p>Standard: ELAGSE1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Learning Target: I am learning to write a (story) narrative in the order that it happened and include details.</p>	<p>Standard: ELAGSE1RF2c,d: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Learning Target: I am learning to break apart short words and say each sound.</p>	<p>Standard: (full) 1.NR.2.2 Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.</p> <p>Learning Target: We are learning to use pictures, drawings, and equations to develop addition and subtraction strategies within 20</p> <p>Success Criteria: <input type="checkbox"/> I can relate counting to addition and</p>	<p>Standard: (full) SS1H1 Read about and describe the life of historical figures in American history. a. Identify the contributions of Sacagawea.</p> <p>Learning Target: I am learning about Sacagawea and the contribution she made to our nation.</p> <p>Success Criteria: <ul style="list-style-type: none"> I can explain why Lewis & Clark needed Sacagawea and her important </p>

	<p> <input type="checkbox"/> I can identify story characters. <input type="checkbox"/> I can identify story events. <input type="checkbox"/> I can explain how the words and pictures help me find the characters, setting, and events. </p> <p>Vocabulary: Exclaimed Flagpole Giggled Gobbled Tangled Untangled Rapped Sprang Scrappy Snag Sprinted Saffron Allergic Draw Inferences Characters</p> <p>Direct Instruction: Unit #: 4 Session #: Week 3: Draw Inferences</p> <p>Lesson Focus: <i>Draw inferences about characters in a story. Explain how I use important details in the text and illustrations to help me draw inferences.</i></p>	<p>Success Criteria:</p> <p><input type="checkbox"/> I can develop characters and setting using descriptive words.</p> <p>Vocabulary: Repeated phrases</p> <p>Direct Instruction: Unit # 3 Lesson # 21 Writers Use Repeated Phrases or Words</p> <p>Lesson Focus : <i>Students will learn to use repeated phrases in their writing</i></p> <p>Assessment: Teacher observation</p>	<p>Success Criteria:</p> <p><input type="checkbox"/> I can break one-syllable words into sounds in a snap.</p> <p><input type="checkbox"/> I can break a word into parts by sound spoken by a partner or teacher.</p> <p>Vocabulary: Initial Phonemes, Medial Vowel, Final Phonemes, Isolate, Pronounce, Phonemes, Segment, Consonant Blends</p> <p>Direct Instruction: Unit 4 - Stories Have a Narrator Three Letter Blends Week 3, Day 1</p> <p>Lesson Focus: Participate in shared reading Identify, blend and spell words with three-letter blends Learn high-frequency words Participate in shared writing Read accountable text Apply phonics skills to decode Apply and read three-letter blends</p>	<p>subtraction (using counting all, counting on, and counting back)</p> <p><input type="checkbox"/> I can develop and apply strategies through the use of number strings</p> <p>Vocabulary: efficient equal equation expression graph minus number path part partners related represent subtract take away total</p> <p>Direct Instruction Module #: 3 Lesson #: 21: Take from ten to subtract from a teen number, part 1.</p>	<p>skills to guide them on the exploration of The Louisiana Purchase.</p> <ul style="list-style-type: none"> I can explain the effect that Sacagawea had on other American Indian tribes that Lewis & Clark encountered on their journey. <p>Vocabulary: American Frontier Keel boat Native Americans Journey Expedition Louisiana Purchase Merriweather Lewis William Clark Sacagawea</p> <p>Direct Instruction: Social Studies Unit 3 American Frontier Week 2 : Sacagawea</p> <p>Lesson Focus : <i>(Teaching Strategies)</i> Students will explain and retell how Lewis and Clark needed Sacagawea to lead their expedition</p>
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	<p><i>Recognize characteristics of digital and multimodal texts.</i></p> <p>Assessment:</p>		<p>Spell words with three-letter blends.</p> <p>Assessment: Informal Observations</p>	<p>Lesson Focus : <i>(Teaching Strategies)</i> Students focus on the take from ten strategy. They show the total as a ten and some ones, both by drawing 5-groups and by using cubes. Then they take 8 or 9 all at once from ten and add the remaining parts.</p> <p>Assessment: Exit Ticket 21</p>	<p>through the wilderness as a guide and translator.</p> <p>Assessment: Teacher Observation and The Lewis and Clark Rap</p>
Tuesday	<p>Standard: (full) ELAGSE1RL6: Identify who is telling the story at various points in a text.</p> <p>Learning Target: I am learning to identify who is telling the story.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the narrator in a story. <input type="checkbox"/> I can locate quotation marks and taglines (e.g., John said) to tell the difference between a 	<p>Standard: ELAGSE1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Learning Target: I am learning to write a (story) narrative in the order that it happened and include details.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can develop 	<p>Standard: ELAGSE1RF2c,d: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Learning Target: I am learning to break apart short words and say each sound.</p> <p>Success Criteria:</p>	<p>Standard: (full) 1.NR.2.2 Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.</p> <p>Learning Target: We are learning to use pictures, drawings, and equations to develop addition and subtraction strategies within 20</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can relate counting to addition and subtraction (using counting 	<p>Standard: (full) SS1H1 Read about and describe the life of historical figures in American history. a. Identify the contributions of Sacagawea.</p> <p>Learning Target: I am learning about Sacagawea and the contribution she made to our nation.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can explain why Lewis & Clark needed Sacagawea and her important skills to guide

	<p>narrator and a character.</p> <p><input type="checkbox"/> I can tell who is telling the story at different (various) points.</p> <p>Vocabulary: Exclaimed Flagpole Giggled Gobbled Tangled Untangled Rapped Sprang Scrappy Snag Sprinted Saffron Allergic Identify Narrator</p> <p>Direct Instruction: Unit #: 4 Session #: Week 3: Identify Who is Telling The Story</p> <p>Lesson Focus: <i>Listen to and experience a story told in the first person. Identify who is telling the story at various points in the text.</i></p>	<p>characters and setting using descriptive words.</p> <p>Vocabulary: Tally sheet Revise</p> <p>Direct Instruction: Unit # 3 Lesson # 22 Tally it Up</p> <p>Lesson Focus : <i>Students will use a revision tally sheet to check their writing</i></p> <p>Assessment: Teacher observation Tally Sheet</p>	<p><input type="checkbox"/> I can break one-syllable words into sounds in a snap.</p> <p><input type="checkbox"/> I can break a word into parts by sound spoken by a partner or teacher.</p> <p>Vocabulary: Initial Phonemes, Medial Vowel, Final Phonemes, Isolate, Pronounce, Phonemes, Segment, Consonant Blends</p> <p>Direct Instruction: Unit 4 - Stories Have a Narrator Three Letter Blends Week 3, Day 2</p> <p>Lesson Focus: Participate in shared reading Identify, blend and spell words with three-letter blends Learn high-frequency words Participate in shared writing Read accountable text Apply phonics skills to decode Apply and read three-letter blends Spell words with three-letter blends.</p>	<p>all, counting on, and counting back)</p> <p><input type="checkbox"/> I can develop and apply strategies through the use of number strings</p> <p>Vocabulary: efficient equal equation expression graph minus number path part partners related represent subtract take away total</p> <p>Direct Instruction Module #: 3 Lesson #: 22 Take from ten to subtract from a teen number Part 2</p> <p>Lesson Focus : <i>(Teaching Strategies)</i> Students continue to take from ten by using a</p>	<p>them on the exploration of The Louisiana Purchase.</p> <ul style="list-style-type: none"> I can explain the effect that Sacagawea had on other American Indian tribes that Lewis & Clark encountered on their journey. <p>Vocabulary: American Frontier Keel boat Native Americans Journey Expedition Louisiana Purchase Merriweather Lewis William Clark Sacagawea</p> <p>Direct Instruction: Social Studies Unit 3 American Frontier Week 2 : Sacagawea</p> <p>Lesson Focus : <i>(Teaching Strategies)</i> Students will explain and retell how Lewis and Clark needed Sacagawea to lead their expedition through the wilderness as a guide and translator.</p>
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	<p>Assessment:</p>		<p>Assessment: Informal Observations</p>	<p>variety of tools such as hands, curves, and 5-group raw drawings. Students record their thinking with number bonds and discuss the take from ten strategy as well as which tools they can use to carry out this strategy.</p> <p>Assessment: Exit Ticket # 22</p>	<p>Assessment: Teacher Observation and The Lewis and Clark Rap</p>
<p>Wednesday</p>	<p>Standard: (full) ELAGSE1RL9: Compare and contrast the adventures and experiences of characters in stories.</p> <p>Learning Target: I am learning to compare (same) and contrast (different) what the characters are doing in a story.</p> <p>Success Criteria: <input type="checkbox"/> I can read or listen to two stories and identify how the characters, settings, and events are the same or different. <input checked="" type="checkbox"/> I can identify the</p>	<p>Standard: ELAGSE1L2a.b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences.</p> <p>Learning Target: I am learning about capitalization and end punctuation in sentences.</p> <p>Success Criteria: <input type="checkbox"/> I can write a sentence starting with a capital letter (uppercase)</p>	<p>Standard: ELAGSE1RF2c,d: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Learning Target: I am learning to break apart short words and say each sound.</p> <p>Success Criteria: <input type="checkbox"/> I can break one-syllable words into sounds in a snap.</p>	<p>Standard: (full) 1.NR.2.2 Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.</p> <p>Learning Target: We are learning to use pictures, drawings, and equations to develop addition and subtraction strategies within 20</p> <p>Success Criteria: <input type="checkbox"/> I can relate counting to addition and subtraction (using counting all, counting on, and counting back)</p>	<p>Standard: (full) SS1H1 Read about and describe the life of historical figures in American history. a. Identify the contributions of Sacagawea.</p> <p>Learning Target: I am learning about Sacagawea and the contribution she made to our nation.</p> <p>Success Criteria: <ul style="list-style-type: none"> I can explain why Lewis & Clark needed Sacagawea and her important skills to guide them on the exploration of The </p>

<p>characters in a story. Vocabulary: Exclaimed Flagpole Giggled Gobbled Tangled Untangled Rapped Sprang Scrappy Snag Sprinted Saffron Allergic Robin Shan't Peep Compare Contrast</p> <p>Direct Instruction: Unit #: 4 Session #: Week 3: Compare and Contrast the Experiences of Characters in Two Stories</p> <p>Lesson Focus: <i>Compare the adventures and experiences of characters in two stories.</i> <i>Contrast the adventures and</i></p>	<p>characters in a story. Vocabulary: Exclaimed Flagpole Giggled Gobbled Tangled Untangled Rapped Sprang Scrappy Snag Sprinted Saffron Allergic Robin Shan't Peep Compare Contrast</p> <p>Direct Instruction: Unit # 3 Lesson # 23 Editing with a Tally Sheet</p> <p>Lesson Focus : <i>Students will use strategies to edit</i></p> <p>Assessment: Teacher observation</p>	<p>letters). <input type="checkbox"/> I can end my sentence with the correct punctuation (period, question mark, exclamation point).</p> <p>Direct Instruction: Unit # 3 Lesson # 23 Editing with a Tally Sheet</p> <p>Lesson Focus : <i>Students will use strategies to edit</i></p> <p>Assessment: Teacher observation</p>	<p><input type="checkbox"/> I can break a word into parts by sound spoken by a partner or teacher.</p> <p>Vocabulary: Initial Phonemes, Medial Vowel, Final Phonemes, Isolate, Pronounce, Phonemes, Segment, Consonant Blends</p> <p>Direct Instruction: Unit 4 - Stories Have a Narrator Three Letter Blends Week 3, Day 3</p> <p>Lesson Focus: Participate in shared reading Identify, blend and spell words with three-letter blends Learn high-frequency words Participate in shared writing Read accountable text Apply phonics skills to decode Apply and read three-letter blends Spell words with three-letter blends.</p> <p>Assessment: Informal Observations</p>	<p><input type="checkbox"/> I can develop and apply strategies through the use of number strings</p> <p>Vocabulary: efficient equal equation expression graph minus number path part partners related represent subtract take away total</p> <p>Direct Instruction Module #: 3 Lesson #: 23 Subtract by counting on.</p> <p>Lesson Focus : <i>(Teaching Strategies)</i> Students analyze a drawing of the take from ten strategy to see the part-part-total relationship. Recognizing this relationship helps</p>	<p>Louisiana Purchase. <ul style="list-style-type: none"> I can explain the effect that Sacagawea had on other American Indian tribes that Lewis & Clark encountered on their journey. Vocabulary: American Frontier Keel boat Native Americans Journey Expedition Louisiana Purchase Merriweather Lewis William Clark Sacagawea</p> <p>Direct Instruction: Social Studies Unit 3 American Frontier Week 2 : Sacagawea</p> <p>Lesson Focus : <i>(Teaching Strategies)</i> Students will explain and retell how Lewis and Clark needed Sacagawea to lead their expedition through the wilderness as a guide and translator.</p> <p>Assessment:</p>
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	<p><i>experiences of characters in two stories.</i> <i>Contribute to a class Venn diagram.</i></p> <p>Assessment:</p>			<p>students connect subtraction to the strategy of counting on to find an unknown part. They use a number path to solve subtraction problems by counting on.</p> <p>Assessment: Exit Ticket #23</p>	<p>Teacher Observation and The Lewis and Clark Rap</p>
<p>Thursday</p>	<p>Standard: (full) ELAGSE1L5a: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories(e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Learning Target: I am learning to sort words into groups by their meaning.</p> <p>Success Criteria: <input type="checkbox"/> I can put words into meaningful groups.</p>	<p>Standard: ELAGSE1L2e: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Learning Target: I am learning to spell new words using spelling patterns, letter sounds, and blends when writing.</p> <p>Success Criteria: <input type="checkbox"/> I can use letter</p>	<p>Standard: ELAGSE1RF2c,d: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Learning Target: I am learning to break apart short words and say each sound.</p> <p>Success Criteria: <input type="checkbox"/> I can break one-syllable words into sounds in a snap.</p>	<p>Standard: (full) 1.NR.2.2 Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.</p> <p>Learning Target: We are learning to use pictures, drawings, and equations to develop addition and subtraction strategies within 20</p> <p>Success Criteria: <input type="checkbox"/> I can relate counting to addition and subtraction (using counting all, counting on, and counting back)</p>	<p>Standard: (full) SS1H1 Read about and describe the life of historical figures in American history. a. Identify the contributions of Sacagawea.</p> <p>Learning Target: I am learning about Sacagawea and the contribution she made to our nation.</p> <p>Success Criteria: <ul style="list-style-type: none"> ● I can explain why Lewis & Clark needed Sacagawea and her important skills to guide them on the exploration of The </p>

	<p><input type="checkbox"/> I can explain why I sorted the words into groups.</p> <p><input type="checkbox"/> I can label each group.</p> <p>Vocabulary: Exclaimed Flagpole Giggled Gobbled Tangled Untangled Rapped Sprang Scrappy Snag Sprinted Saffron Allergic Robin Shan't peep Model</p> <p>Direct Instruction: Unit #: 4 Session #: Week 3: Sort Words into Categories</p> <p>Lesson Focus: Sort words into categories to gain a sense of the concepts the categories represent (sequence words, locations).</p>	<p>sounds to spell new words.</p> <p>Vocabulary: Letter sounds</p> <p>Direct Instruction: Unit # 3 Lesson #: 24 Using Resources for Spelling</p> <p>Lesson Focus : Students will check to make sure they spell words correctly. Use resources around the room.</p> <p>Assessment: Teacher observation</p>	<p><input type="checkbox"/> I can break a word into parts by sound spoken by a partner or teacher.</p> <p>Vocabulary: Initial Phonemes, Medial Vowel, Final Phonemes, Isolate, Pronounce, Phonemes, Segment, Consonant Blends</p> <p>Direct Instruction: Unit 4 - Stories Have a Narrator Three Letter Blends Week 3, Day 4</p> <p>Lesson Focus: Participate in shared reading Identify, blend and spell words with three-letter blends Learn high-frequency words Participate in shared writing Read accountable text Apply phonics skills to decode Apply and read three-letter blends Spell words with three-letter blends.</p> <p>Assessment: Informal Observations</p>	<p><input type="checkbox"/> I can develop and apply strategies through the use of number strings</p> <p>Vocabulary: efficient equal equation expression graph minus number path part partners related represent subtract take away total</p> <p>Direct Instruction Module #: 3 Lesson #: 24 Decompose the subtrahend to count back.</p> <p>Lesson Focus : (Teaching Strategies) Students subtract by breaking the subtrahend into two parts. They count back the first part</p>	<p>Louisiana Purchase.</p> <ul style="list-style-type: none"> I can explain the effect that Sacagawea had on other American Indian tribes that Lewis & Clark encountered on their journey. <p>Vocabulary: American Frontier Keel boat Native Americans Journey Expedition Louisiana Purchase Merriweather Lewis William Clark Sacagawea</p> <p>Direct Instruction: Social Studies Unit 3 American Frontier Week 2 : Sacagawea</p> <p>Lesson Focus : (Teaching Strategies) Students will explain and retell how Lewis and Clark needed Sacagawea to lead their expedition through the wilderness as a guide and translator.</p> <p>Assessment:</p>
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	<p><i>Identify and use words that describe sequence (first, next, finally).</i> <i>Identify and use words that name locations (Mrs. Azucena's house, home).</i></p> <p>Assessment:</p>			<p>to get to ten, and then they count back the rest. Students represent their thinking on a number path and with cubes. They learn a way to record their thinking by using numbers and arrows.</p> <p>Assessment: Exit Ticket #24</p>	<p>Teacher Observation and The Lewis and Clark Rap</p>
<p>Friday</p>	<p>Standard: (full) ELAGSE1SL1c: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Learning Target: I am learning to ask questions to help me better understand a topic.</p> <p>Success Criteria: <input type="checkbox"/> I can participate</p>	<p>Standard: ELAGSE1SL1a,b: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Standard: ELAGSE1RF2c,d: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Learning Target: I am learning to break apart short words and say each sound.</p> <p>Success Criteria: <input type="checkbox"/> I can break one-syllable words</p>	<p>BStandard: (full) 1.NR.2.2 Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.</p> <p>Learning Target: We are learning to use pictures, drawings, and equations to develop addition and subtraction strategies within 20</p> <p>Success Criteria: <input type="checkbox"/> I can relate counting to addition and subtraction (using counting all, counting on,</p>	<p>DOJO Celebration Team Time</p>

	<p>in a conversation with my teacher.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can participate in a conversation with a partner. <input type="checkbox"/> I can ask important questions about the topic of our discussions to help me better understand. <p>Vocabulary: Exclaimed Flagpole Giggled Gobbled Tangled Untangled Rapped Sprang Scrappy Snag Sprinted Saffron Allergic Clarify Model Essential Question Direct Instruction: Unit #: 4 Session #: Week 3: Unit Wrap-Up: Stories Have a Narrator</p> <p>Lesson Focus:</p>	<p>Learning Target:</p> <p>I am learning to follow the rules of conversation with my friends, teachers, and other adults</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can listen respectfully when others are speaking. <input type="checkbox"/> I can take turns speaking when sharing information with a partner. <p>Vocabulary: Respectful listening</p> <p>Direct Instruction: Unit # 3 Lesson # 25 Writers Read Each Word Aloud</p> <p>Lesson Focus : <i>Students will share stories with each other</i></p>	<p>into sounds in a snap.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can break a word into parts by sound spoken by a partner or teacher. <p>Vocabulary: Initial Phonemes, Medial Vowel, Final Phonemes, Isolate, Pronounce, Phonemes, Segment, Consonant Blends</p> <p>Direct Instruction: Unit 4 - Stories Have a Narrator Three Letter Blends Week 3, Day 5</p> <p>Lesson Focus: Participate in shared reading Identify, blend and spell words with three-letter blends Learn high-frequency words Participate in shared writing Read accountable text Apply phonics skills to decode Apply and read three-letter blends Spell words with three-letter blends.</p> <p>Assessment:</p>	<p>and counting back)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can develop and apply strategies through the use of number strings <p>Vocabulary: efficient equal equation expression graph minus number path part partners related represent subtract take away total</p> <p>Direct Instruction Module #: 3 Lesson #: 25 Choose a strategy to make an easier problem</p> <p>Lesson Focus : <i>(Teaching Strategies)</i> Students discuss a series of subtraction problems, intentionally selecting strategies for solving</p>	
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	<p><i>State an idea related to the Essential Question.</i></p> <p><i>Listen and ask questions to clarify my partner's ideas.</i></p> <p><i>Participate in a constructive conversation, following rules for discussions.</i></p> <p>Assessment: Unit 4 Assessment</p>	<p>Assessment: Teacher observation</p>	<p>Benchmark Unit 4 Spelling Test: Unit 4 Assessment</p>	<p>each. They take time to make sense of each problem and self-select a subtraction strategy to make the problem easier (take from ten, count on, or count back using ten). Students also self-select tools to show their thinking, such as drawings or number paths.</p> <p>Assessment: Exit Ticket # 25</p>	
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