*Planning Guides will only be available for Chapter One at each grade level to model a lesson/chapter progression.*

*Optional blank Planning Guide templates will be available for teachers to utilize in planning future chapters.*

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|  | **Whole Group Concept Development** | | | **Differentiated Instruction** | **Problem Solving and Application** |
|  | **1. Engage**  *(Lesson Introduction)* | **2. Explore**  *(Whole Group Instruction)* | **3. Explain**  *(Guided Practice + Formative Assessment)* | **4. Elaborate**  *(Small Group Instruction)* | **5. Problem Solving**  *(Whole Group)* |
| **Lesson 1.1**  Operations and Algebraic Thinking 3  How are even numbers and odd numbers different? | Sharing Equally  *Use Digital Lesson* | **Listen and Draw**  *Use Connecting cubes*  **Model and Draw** | **Share and Show**  Quick Check #9 + 10 | **On Your Own**  Center Activities  **A:** We Show Seashells  **A:** Gone Fishing  **L:** The Roadside Stand | **Problem Solving: #16-17** |
| **Lesson 1.2**  Operations and Algebraic Thinking 3  Why can an even number be shown as the sum of two equal addends? | Odd and Even Numbers  *Use Digital Lesson* | **Listen and Draw**  *Use Connecting cubes*  **Model and Draw** | **Share and Show**  Quick Check #3 + 4 | **On Your Own**  Center Activities  **A:** We Show Seashells  **L:** Doubles Fun on the Farm | **Problem Solving: #12-13** |
| **Lesson 1.3**  Numbers and Operations in Base Ten 3  How do you know the value of a digit? | Numbers and Digits  *Use Digital Lesson* | **Listen and Draw**  *Use Base-Ten Blocks*  **Model and Draw** | **Share and Show**  Quick Check #5 + 6 | **On Your Own**  Center Activities  **A:** Ways to Go  **L:** The Roadside Stand  **G:** Four in a Row | **Problem Solving: #13-16** |
| **Lesson 1.4**  Numbers and Operations in Base Ten 3  How do you describe a 2-digit number as tens and ones? | Value of Digits  *Use Digital Lesson* | **Listen and Draw**  *Use Base-Ten Blocks*  **Model and Draw** | **Share and Show**  Quick Check #3 + 4 | **On Your Own**  Center Activities  **A:** Ways to Go  **L:** The Roadside Stand  **G:** Four in a Row | **Problem Solving: #9-13** |
| **Lesson 1.5**  Numbers and Operations in Base Ten 3  What are different ways to write a 2-digit number? | Counting Large Numbers  *Use Digital Lesson* | **Listen and Draw**  **Model and Draw** | **Share and Show**  Quick Check #7 + 8 | **On Your Own**  Center Activities  **A:** Ways to Go  **L:** The Roadside Stand  **G:** Four in a Row |  |
| **Lesson 1.6**  Numbers and Operations in Base Ten 3  How can you show the value of a number in different ways? | Tens and Ones  *Use Digital Lesson* | **Listen and Draw**  *Use Base-Ten Blocks*  **Model and Draw** | **Share and Show**  Quick Check #1 + 2 | **On Your Own**  Center Activities  **A:** Little Riddles  **L:** The Roadside Stand  **G:** Four in a Row | **Problem Solving: #13-16** |
| **Lesson 1.7**  Numbers and Operations in Base Ten 3  How does finding a pattern help you find all the ways to show a number with tens and ones? | Finding Patterns  *Use Digital Lesson* | **Unlock the Problem**  **Try Another Problem** | **Share and Show**  Quick Check #3 + 4 | **On Your Own**  Center Activities  **A:** Line Time  **L:** The Roadside Stand  **G:** Four in a Row |  |
| **Lesson 1.8**  Numbers and Operations in Base Ten 2  How do you count by 1s, 5s, 10ss with a number less than 100? | Adding and Patterns  *Use Digital Lesson* | **Listen and Draw**  **Model and Draw** | **Share and Show**  Quick Check #3 + 5 | **On Your Own**  Center Activities  **A:** Pattern on Pine Street  **L:** Margo’s Lights | **Problem Solving: #11-13** |
| **Lesson 1.9**  Numbers and Operations in Base Ten 2  How do you count by 1s, 5s, 10s, and 100s to numbers less than 1,000? | **This lesson will be part of Chapter 2 instead of Chapter 1. See Chapter 2 Curriculum Guide for further information.** | | | | |