*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 3How 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 3Why 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 3How 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 3How 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 3What 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 3How 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 3How 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 2How 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 2How 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.** |