

Standards Based Calendar: K-2

* Problem of the Day - spiral review

POD- "I do"

Find the missing number

0, 1, —, 3

POD- "We do"

Find the missing number

2, 3, —, 5

* Reteach or Preteach Concepts

↳ Expose students to a handful of
concepts (quick mini-activities)

tens and
ones

shapes
△ ○ □

time

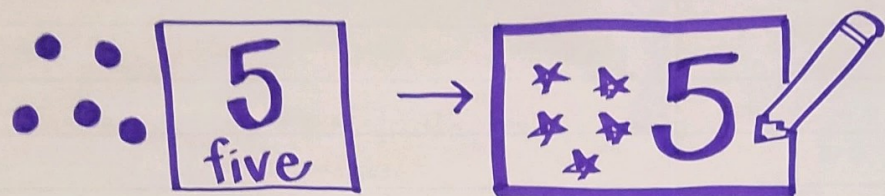
counting
to
150

decomposing
numbers

Beyond the Basic Facts Kindergarten

Trimester One

Representing & writing numbers 0 to 10



Trimester Two

Addition - sums within 5

- "Getting Started"

→ focuses on addition properties and rules

$$0+2=$$

$$4+1=$$

Trimester Three

Subtraction - differences within 5

- "Getting Started"

→ focuses on subtraction as a concept and rules

$$5-2=$$

$$4-2=$$

Beyond the Basic Facts

Grade One

Tri 1 - Sums within 10

- "Getting Started" (8 weeks)

↳ focus on kinder review addition as a concept, rules & properties

* Addition lessons

Tri 2 - Addition Fluency within 10

- Addition fluency & application practice

"Since $2+3=5$ then $3+2=5$."

Tri 3 - Differences within 10

- "Getting Started"

↳ focus on kinder review of subtraction as a concept, rules & properties

* Subtraction lessons

"Since $2+3=5$ then $5-3=2$ and $5-2=3$ "

Beyond the Basic Facts

Grades 2 - 8

• Introduction of the Facts

intro 2-3 facts using the commutative property

"Since $2+3=5$ then $3+2=5$ "

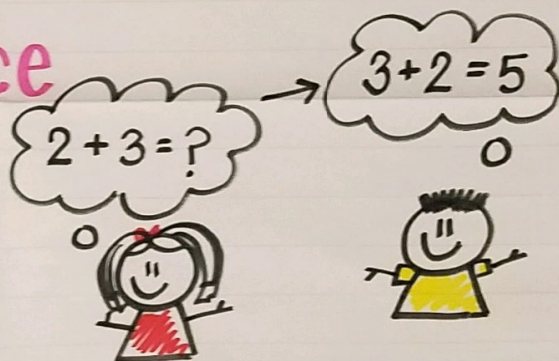
• Fluency Practice

- see it
- say it
- write

5 times each

• Oral Fluency Practice

- whole class practice
- partner practice



• Application

- apply the facts you practiced to larger problems & prove them using a strategy

$$2 + 3 = 5$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$$

$$\begin{array}{c} \bullet + \bullet \bullet = \bullet \bullet \bullet \\ 2 + 3 = 5 \end{array}$$

$$12 + 23 =$$

$$\begin{array}{r} 12 \\ + 23 \\ \hline 35 \end{array}$$

$$\begin{array}{c} | \bullet + || \bullet \bullet = ||| \bullet \bullet \bullet \\ 12 + 23 = 35 \end{array}$$

Share & Student Presentations

- My first step is . . .
- I know this because . . .
- My next step is . . .
- I can prove my answer by . . .

REMEMBER

- ☐ Speak clearly
- ☐ Use complete sentences
- ☐ Include math vocabulary

Grade K-2 Conceptual Lesson

Lesson Opener

Title, objective, vocabulary

Input/Model

I do it! (about 2 problems)

Structured Guided Practice

We do it! (about 2 problems)

Final Check for Understanding

2 problems to ✓ student understanding

Closure

Oral reflection of day's lesson

Rea

- I agree
- I disagree
- I don't
- I think
- Another

→ When

- Create
- Write
- you
- Practice

Grades 2-8 Procedural Lesson

Problem of the Day

Spiral review problem: I do one! You do one!

Input/Model I do it! (about 2 problems)

Structured Guided Practice

We do it! (about 2 problems)

Final Check for Understanding

Two problems to ✓ student understanding

Student Practice You do it! (about 6 problems)

Reaching Consensus

math groups: I agree _____. I disagree _____.

Student Presentations

math groups take turns presenting the S.P. problems

Closure

oral or written reflection of day's lesson

Grade K-1 Procedural Lesson

Lesson Opener

Title, objective, vocabulary

Input / Model

I do it! (2 problems)

Structured Guided Practice

We do it! (2 problems)

Final Check for Understanding

2 problems to ✓ student understanding

Student Practice

You do it! (6 problems + challenge)

Share

Partner/whole group share out

Closure

oral reflection of day's lesson

Reaching Consensus Guidelines

- I agree with _____ because _____.
- I disagree with _____ because _____.
- I don't understand _____.
- I think _____.
- Another way to solve this is _____.

→ When finished your team can:

- Create a drawing to prove an answer
- Write an explanation for how you solved
- Practice presenting

Math Group Jobs

Leader

- reads answers
- facilitates conversation
- “Agree?”
- “Why or why not?”

Problem Solver

- thinks aloud while working out the problem on a whiteboard

Judge

- makes final decision if team cannot come to an agreement

Spy

- Goes to another group to check on answer
- Asks how they solved it and reports back