

# September Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Days in School	Computational Fluency	Number Line	Assessment
1			<b>Activity 1</b> Spinning for Cubes (p. 17)	<b>Activity 1</b> One Dot, One Link & One Number Each Day (p. 25)		<b>Activity 1</b> Introducing the Number Line Pocket Chart (p. 39)	
2		<b>Activity 1</b> Introducing the Calendar Grid (p. 8)	<i>Update</i>	<i>Update</i>		<b>Activity 2</b> Counting Forward & Backward (p. 41)	
3		<b>Activity 2</b> Patterns & Predictions (p. 10)	<i>Update</i>	<i>Update</i>	<b>Activity 1</b> Introducing the Five-Frame (p. 30)		
4		<b>Activity 2</b> Patterns & Predictions (p. 10)	<i>Update</i>	<i>Update</i>		<b>Activity 3</b> Playing Hop & Stop (p. 42)	
5		<i>Update</i>	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 18)	<i>Update</i>	<b>Activity 2</b> Flash & Show (p. 32)		
6		<i>Update</i>	<b>Activity 1</b> Spinning for Cubes (p. 17)	<i>Update</i>	<b>Activity 2</b> Flash & Show (p. 32)		
7		<b>Activity 2</b> Patterns & Predictions (p. 10)	<i>Update</i>	<i>Update</i>		<b>Activity 2</b> Counting Forward & Backward (p. 41)	
8		<b>Activity 2</b> Patterns & Predictions (p. 10)	<i>Update</i>	<i>Update</i>	<b>Activity 2</b> Flash & Show (p. 32)		
9		<b>Activity 2</b> Patterns & Predictions (p. 10)	<i>Update</i>	<i>Update</i>		<b>Activity 3</b> Playing Hop & Stop (p. 42)	
10		<i>Update</i>	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 18)	<i>Update</i>		<b>Activity 4</b> Writing Numerals (p. 44)	
11		<i>Update</i>	<b>Activity 1</b> Spinning for Cubes (p. 17)	<b>Activity 2</b> Ten & Some More (p. 26)	<b>Activity 3</b> Flash & Build Five (p. 33)		
12		<b>Activity 3</b> Days of the Week (p. 11)	<i>Update</i>	<i>Update</i>		<b>Activity 5</b> The Number Behind the Red Door (p. 45)	
13		<b>Activity 3</b> Days of the Week (p. 11)	<i>Update</i>	<i>Update</i>			Baseline Assessment, Part 1 (p. 46)
14		<b>Activity 3</b> Days of the Week (p. 11)	<i>Update</i>	<i>Update</i>			Baseline Assessment, Part 2 (p. 48)
15		<i>Update</i>	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 18)	<i>Update</i>	<b>Activity 3</b> Flash & Build Five (p. 33)		
16		<b>Activity 4</b> Shape Hunters (p. 12)	<b>Activity 3</b> Estimating & Counting the Month's Total Collection (p. 20)	<i>Update</i>	<b>Activity 3</b> Flash & Build Five (p. 33)		
17		<b>Activity 4</b> Shape Hunters (p. 12)		<i>Update</i>		<b>Activity 2</b> Counting Forward & Backward (p. 41)	
18		<b>Activity 4</b> Shape Hunters (p. 12)		<i>Update</i>		<b>Activity 3</b> Playing Hop & Stop (p. 42)	
19		<b>Activity 4</b> Shape Hunters (p. 12)		<i>Update</i>		<b>Activity 4</b> Writing Numerals (p. 44)	
20		<b>Activity 4</b> Shape Hunters (p. 12)		<i>Update</i>	<b>Activity 4</b> Completing the How Many to Five? Page (p. 34)		

**Note** On days when the Calendar Grid, Calendar Collector, and Days in School are not featured in an activity, the class will update them together. Update procedures are described at the beginning of each workout write-up. Summaries of the update procedures appear below.

**Calendar Grid** – Share predictions about and post the day’s marker, sing the matching shape song. After Activity 3, identify the day of the week as well.

**Calendar Collector** – Spin the spinner, count out the designated number of cubes, and add them to the pocket for the week.

**Days in School** – Add a dot to the ten-frame, a link to the chain, and a number to the number line.

# October Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Days in School	Computational Fluency	Number Line	Assessment
1		<b>Activity 1</b> Introducing the October Calendar Markers (p. 7)	<b>Activity 1</b> Cubes Out of the Container (p. 17)	<b>Activity 1</b> How Many More to Make Ten? (p. 28)			
2		Update	Update	Update		<b>Activity 1</b> Introducing the Teens Number Family (p. 40)	
3		Update	Update	Update	<b>Activity 1</b> Reviewing Finger Patterns (p. 32)		
4		Update	Update	Update		<b>Activity 2</b> Counting Forward & Backward Within 19 (p. 41)	
5		Update	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 19)	Update	<b>Activity 2</b> Flash & Show, Two Hands (p. 33)		
6		Update	<b>Activity 1</b> Cubes Out of the Container (p. 17)	Update	<b>Activity 2</b> Flash & Show, Two Hands (p. 33)		
7		<b>Activity 2</b> The Leaf Poem (p. 8)	Update	Update		<b>Activity 3</b> Playing Hide & Seek with Hap (p. 42)	
8		Update	Update	Update	<b>Activity 2</b> Flash & Show, Two Hands (p. 33)		
9		Update	Update	Update		<b>Activity 4</b> Playing Hop & Stop with Teens Numbers (p. 44)	
10		Update	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 19)	Update		<b>Activity 5</b> Writing Numerals (p. 46)	
11		Update	<b>Activity 1</b> Cubes Out of the Container (p. 17)	Update	<b>Activity 3</b> Bunny Ears Make Five (p. 34)		
12		<b>Activity 3</b> Making the Pattern Strips (p. 12)	Update	Update		<b>Activity 2</b> Counting Forward & Backward Within 19 (p. 41)	
13		Update	Update	Update	<b>Activity 3</b> Bunny Ears Make Five (p. 34)		
14		Update	Update	Update		<b>Activity 3</b> Playing Hide & Seek with Hap (p. 42)	
15		Update	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 19)	Update		<b>Activity 5</b> Writing Numerals (p. 46)	
16		Update	<b>Activity 3</b> Estimating & Counting the Month's Total Collection (p. 22)	Update	<b>Activity 3</b> Bunny Ears Make Five (p. 34)		
17		<b>Activity 4</b> One More (p. 13)		Update			Number Corner Checkup 1, Part 1 (p. 48)
18		Update		Update	<b>Activity 4</b> Completing the Showing Numbers to Five Page (p. 36)		Number Corner Checkup 1, Part 2 (p. 49)
19		Update		Update			
20		<b>Activity 4</b> One More (p. 13)		Update		<b>Activity 5</b> Writing Numerals (p. 46)	

**Note** On days when the Calendar Grid, Calendar Collector, and Days in School are not featured in an activity, the class will update them together. Update procedures are described at the beginning of each workout write-up. Summaries of the update procedures appear below.

**Calendar Grid** – Sing the Days of the Week Song, make predictions about and post the day's marker, and share observations about the marker.

**Calendar Collector** – Spin the spinner, pull the designated number of cubes out of the mystery container, sort them by color, count and compare the two groups, and add them to the pocket for the week.

**Days in School** – Add a dot to the ten-frame and a link to the chain, and have the students figure out how many more are needed in one of the collections to make 10. Count all the dots and links collected so far, and record the result on the Classroom Number Line.

# November Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Days in School	Computational Fluency	Number Line
1		<b>Activity 1</b> Introducing the November Calendar Markers (p. 8)	<b>Activity 1</b> Spinning for Sticks (p. 21)	Update		
2		<b>Activity 2</b> Square & Cube (p. 9)	Update	Update	<b>Activity 1</b> Spill the Beans (p. 34)	
3		Update	Update	<b>Activity 1</b> Drawing to Make Ten (p. 29)		<b>Activity 1</b> Playing the Before & After Game (p. 39)
4		<b>Activity 3</b> Circle & Sphere (p. 11)	Update	Update		<b>Activity 2</b> Playing Hop High, Count Low (p. 41)
5		Update	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 22)	Update		<b>Activity 3</b> Writing Numbers Pages (p. 43)
6		Update	<b>Activity 1</b> Spinning for Sticks (p. 21)	Update	<b>Activity 1</b> Spill the Beans (p. 34)	
7		<b>Activity 4</b> Rectangle & Cylinder (p. 13)	Update	Update	<b>Activity 2</b> Plunk It (p. 35)	
8		Update	Update	<b>Activity 1</b> Drawing to Make Ten (p. 29)		<b>Activity 4</b> What's Behind the Red Door? (p. 44)
9		<b>Activity 5</b> Circle & Cone (p. 15)	Update	Update		<b>Activity 1</b> Playing the Before & After Game (p. 39)
10		Update	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 22)	Update		<b>Activity 3</b> Writing Numbers Pages (p. 43)
11		Update	<b>Activity 3</b> Estimating & Counting the Month's Total Collection (p. 25)	Update	<b>Activity 2</b> Plunk It (p. 35)	
12		<b>Activity 6</b> Shapes Alive! (p. 17)		Update	<b>Activity 1</b> Spill the Beans (p. 34)	
13		Update		<b>Activity 1</b> Drawing to Make Ten (p. 29)		<b>Activity 1</b> Playing the Before & After Game (p. 39)
14		<b>Activity 7</b> Making the Pattern Strips (p. 18)		Update		<b>Activity 2</b> Playing Hop High, Count Low (p. 41)
15		Update		Update	<b>Activity 2</b> Plunk It (p. 35)	<b>Activity 3</b> Writing Numbers Pages (p. 43)

**Note** On days when the Calendar Grid, Calendar Collector, and Days in School are not featured in an activity, the class will update them together. Update procedures are described at the beginning of each workout write-up. Summaries of the update procedures appear below.

**Calendar Grid** – Sing the Days of the Week Song, make predictions about and post the day's marker, and share observations about the marker.

**Calendar Collector** – Spin the spinner, collect the designated number of craft sticks, count them in several different ways, and add them to the pocket for the week.

**Days in School** – Add a dot to the ten-frame, a link to the chain, and have students figure out how many more are needed in one of the collections to make 10. Count all the dots and links collected so far, and record the result on the Classroom Number Line.

# December Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Days in School	Computational Fluency	Number Line
1		<b>Activity 1</b> Introducing the December Calendar Markers (p. 7)	<b>Activity 1</b> Spinning for Shapes (p. 15)	Update		
2		Update	Update	<b>Activity 1</b> Introducing the Winter Break Countdown Chain (p. 25)		<b>Activity 1</b> Introducing the Rest of the Twenties Number Family (p. 39)
3		<b>Activity 2</b> Where's the Bear? (p. 10)	Update	<b>Activity 2</b> Counting Down to Winter Break (p. 28)		
4		Update	Update	Update	<b>Activity 1</b> Introducing Finger Patterns for Six to Ten (p. 30)	<b>Activity 2</b> Playing Count Around the Circle (p. 40)
5		<b>Activity 2</b> Where's the Bear? (p. 10)	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 17)	Update		
6		<b>Activity 2</b> Where's the Bear? (p. 10)	<b>Activity 1</b> Spinning for Shapes (p. 15)	Update		
7		<b>Activity 3</b> Predicting the Bear's Location (p. 11)	Update	Update	<b>Activity 2</b> Five & Some More (p. 33)	<b>Activity 3</b> Playing What Numbers Are Missing? (p. 41)
8		Update	Update	Update		<b>Activity 4</b> Writing Numbers Pages (p. 42)
9		Update	Update	Update	<b>Activity 2</b> Five & Some More (p. 33)	<b>Activity 5</b> Playing Crazy Mixed-Up Numbers (p. 43)
10		Update	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 17)	Update		
11		<b>Activity 3</b> Predicting the Bear's Location (p. 11)	<b>Activity 3</b> Estimating & Counting the Month's Total (p. 20)	Update		
12		Update		Update	<b>Activity 2</b> Five & Some More (p. 33)	<b>Activity 3</b> Playing What Numbers Are Missing? (p. 41)
13		Update		Update		<b>Activity 4</b> Writing Numbers Pages (p. 42)
14		Update		Update	<b>Activity 3</b> Completing the Five & More Page (p. 35)	
15		Update		Update		<b>Activity 2</b> Playing Count Around the Circle (p. 40) <b>Activity 5</b> Playing Crazy Mixed-Up Numbers (p. 43)

**Note** On days when the Calendar Grid, Calendar Collector, and Days in School are not featured in an activity, the class will update them together. Update procedures are described at the beginning of each workout write-up. Summaries of the update procedures appear below.

**Calendar Grid** – Share predictions about and post the day's marker, say and write the date, update models, and update the Calendar Grid Observation Chart.

**Calendar Collector** – Spin the spinner, collect pattern blocks, sort them by shape, and add to the week's collection pocket.

**Days in School** – Make an X on the grid, then count and record the number of days.

# January Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Days in School	Computational Fluency	Number Line	Assessment
1		<b>Activity 1</b> Introducing the January Calendar Markers (p. 8)	<b>Activity 1</b> Cubes Out of the Container (p. 17)	Update			
2		<b>Activity 2</b> Introducing Number Trees (p. 9)	Update	Update		<b>Activity 1</b> Counting Hap's Hops (p. 44)	
3		Update	Update	Update	<b>Activity 1</b> Different Combinations, Same Total (p. 34)		
4		Update	Update	<b>Activity 1</b> Building & Writing Combinations of Ten (p. 27)		<b>Activity 2</b> Playing Name My Number (p. 45)	
5		Update	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 19)	Update			
6		<b>Activity 3</b> Showing Our Predictions (p. 11)	<b>Activity 1</b> Cubes Out of the Container (p. 17)	Update			
7		Update	Update	<b>Activity 1</b> Building & Writing Combinations of Ten (p. 27)		<b>Activity 2</b> Playing Name My Number (p. 45)	
8		Update	Update	Update	<b>Activity 1</b> Different Combinations, Same Total (p. 34)	<b>Activity 3</b> Comparing Numbers (p. 47)	
9		<b>Activity 3</b> Showing Our Predictions (p. 11)	Update	Update		<b>Activity 4</b> Playing Hide & Seek with Hap (p. 50)	
10		Update	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 19)	Update	<b>Activity 2</b> Double It (p. 38)		
11		Update	<b>Activity 1</b> Cubes Out of the Container (p. 17)	<b>Activity 1</b> Building & Writing Combinations of Ten (p. 27)			
12		<b>Activity 4</b> Matching Markers & Number Trees (p. 12)	Update	Update		<b>Activity 4</b> Playing Hide & Seek with Hap (p. 50)	
13		Update	Update	Update	<b>Activity 2</b> Double It (p. 38)		
14		<b>Activity 3</b> Showing Our Predictions (p. 11)	Update	Update		<b>Activity 5</b> Completing the Hap's Hops Page (p. 53)	
15		Update	<b>Activity 2</b> Looking at the Weekly Collection Total (p. 19)	Update	<b>Activity 2</b> Double It (p. 38)		
16		Update	<b>Activity 3</b> Estimating & Counting the Month's Total Collection (p. 22)	Update			
17		<b>Activity 4</b> Matching Markers & Number Trees (p. 12)		<b>Activity 1</b> Building & Writing Combinations of Ten (p. 27)			
18		Update		Update		<b>Activity 4</b> Playing Hide & Seek with Hap (p. 50)	Number Corner Checkup 2, Part 1 (p. 56)
19		Update		Update	<b>Activity 3</b> Completing the Seeing Double Page (p. 40)		
20		Update		Update			Number Corner Checkup 2, Part 2 (p. 58)
		<b>Activity 5</b> The Six Buttons Problem (optional; p. 14)					

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**Calendar Grid** – Sing the Days of the Week Song, make predictions about and post the day's marker, share observations about the marker, and make or locate a Number Tree card to match.

**Calendar Collector** – Spin the spinner, pull the designated number of cubes out of the mystery container, sort them by color, count and compare the three groups, add the information to the week's recording strips, and add the cubes to the pocket for the week.

**Days in School** – Add a dot to the ten-frame and a link to the chain, and have students figure out how many more are needed in one of the collections to make 10. Count all the dots and links collected so far, and record the result on the Classroom Number Line.

# February Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Days in School	Computational Fluency	Number Line
1		<b>Activity 1</b> Introducing the February Calendar Markers (p. 8)	<b>Activity 1</b> How Many to Five? (p. 15)	Update		
2		<b>Activity 2</b> Introducing Comparison Words (p. 9)	Update	Update		<b>Activity 1</b> Playing Flash & Find (p. 37)
3		<b>Activity 3</b> Recording Our Observations (p. 10)	Update	<b>Activity 1</b> Introducing Crandall the Crab (p. 24)		
4		Update	Update	Update	<b>Activity 1</b> Farm Animal Story Problems to Ten (p. 28)	
5		Update	<b>Activity 2</b> Penny Stories (p. 17)	Update		<b>Activity 1</b> Playing Flash & Find (p. 37)
6		<b>Activity 3</b> Recording Our Observations (p. 10)	Update	Update		
7		Update	<b>Activity 1</b> How Many to Five? (p. 15)	Update		<b>Activity 2</b> Playing Capture My Number (p. 39)
8		Update	Update	Update	<b>Activity 1</b> Farm Animal Story Problems to Ten (p. 28)	
9		<b>Activity 3</b> Recording Our Observations (p. 10)	Update	Update		<b>Activity 2</b> Playing Capture My Number (p. 39)
10		Update	<b>Activity 2</b> Penny Stories (p. 17)	<b>Activity 2</b> Counting Around the Circle by Tens (p. 25)		
11		<b>Activity 3</b> Recording Our Observations (p. 10)	Update	Update		
12		Update	Update	Update	<b>Activity 2</b> The Case of the Missing Animals (p. 31)	
13		Update	<b>Activity 1</b> How Many to Five? (p. 15)	Update		<b>Activity 3</b> Making Partner Numbers (p. 40)
14		<b>Activity 3</b> Recording Our Observations (p. 10)	Update	Update		<b>Activity 3</b> Making Partner Numbers (p. 40)
15		Update	<b>Activity 2</b> Penny Stories (p. 17)	<b>Activity 2</b> Counting Around the Circle by Tens (p. 25)		
16		<b>Activity 3</b> Recording Our Observations (p. 10)	Update	Update		<b>Activity 4</b> Playing Roll & Count On from Ten (p. 42)
17		Update	Update	Update	<b>Activity 2</b> The Case of the Missing Animals (p. 31)	
18		Update		<b>Activity 2</b> Counting Around the Circle by Tens (p. 25)		
19		Update	<b>Activity 1</b> How Many to Five? (p. 15)	Update		<b>Activity 4</b> Playing Roll & Count On from Ten (p. 42)
20		Update	<b>Activity 2</b> Penny Stories (p. 17)	Update		<b>Activity 5</b> Completing the More Hops with Hap Page (p. 43)
			<b>Activity 3</b> The Five Pennies Problem (optional; p. 20)			

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**Calendar Grid** – Sing the Days of the Week Song, make predictions about and post the day’s marker, and record observations about the marker.

**Calendar Collector** – Add a penny to the pocket chart, work with the students to write a number tree representing the number of empty and filled pockets in the current row, count the total number of pennies posted on the chart so far.

**Days in School** – Add a dot to the ten-frame and a link to the chain, and have the students figure out how many more are needed in one of the collections to make 10. Count all the dots and links collected so far, and record the result on the Classroom Number Line.

# March Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Days in School	Computational Fluency	Number Line	Assessment
1		<b>Activity 1</b> Introducing the March Calendar Markers (p. 8)	<b>Activity 1</b> Introducing Lambs & Lions (p. 18)	Update			
2		<b>Activity 2</b> Recording Our Observations (p. 9)	<b>Activity 2</b> Recording the Data (p. 19)	Update			
3		Update	Update	Update		<b>Activity 1</b> Playing Name My Number (p. 37)	
4		Update	Update	<b>Activity 1</b> Counting on the Line (p. 24)	<b>Activity 1</b> Zoo Animal Story Problems to Ten (p. 28)		
5		Update	<b>Activity 3</b> Examining the Data (p. 21)	Update		<b>Activity 1</b> Playing Name My Number (p. 37)	
6		<b>Activity 3</b> I Have, You Need (p. 11)	Update	Update			
7		Update	Update	Update		<b>Activity 2</b> Playing Mixed-Up Numbers (p. 40)	
8		Update	Update	Update	<b>Activity 1</b> Zoo Animal Story Problems to Ten (p. 28)		
9		<b>Activity 3</b> I Have, You Need (p. 11)	Update	Update		<b>Activity 2</b> Playing Mixed-Up Numbers (p. 40)	
10		Update	<b>Activity 3</b> Examining the Data (p. 21)	Update			
11		<b>Activity 3</b> I Have, You Need (p. 11)	Update	Update			
12		Update	Update	Update		<b>Activity 3</b> Playing Hide & Seek with Hap (p. 41)	
13		Update	Update	Update	<b>Activity 2</b> Midnight Madness at the Zoo (p. 31)		
14		<b>Activity 4</b> Ten & Some More Match Game (p. 14)	Update	Update		<b>Activity 3</b> Playing Hide & Seek with Hap (p. 41)	
15		Update	<b>Activity 3</b> Examining the Data (p. 21)	Update			
16		<b>Activity 4</b> Ten & Some More Match Game (p. 14)	Update	Update			
17		Update	Update	Update		<b>Activity 4</b> Playing Capture My Number (p. 44)	Number Corner Checkup 3, Part 1 (p. 48)
18		Update	Update	Update	<b>Activity 2</b> Midnight Madness at the Zoo (p. 31)		
19		Update	Update	Update		<b>Activity 5</b> Completing Hap's Hops to Ten (p. 45)	Number Corner Checkup 3, Part 2 (p. 49)
20		Update	<b>Activity 3</b> Examining the Data (p. 21)	Update			

**Note** On days when the Calendar Grid, Calendar Collector, and Days in School are not featured in an activity, the class will update them together. Update procedures are described at the beginning of each workout write-up. Summaries of the update procedures appear below.

**Calendar Grid** – Sing the Days of the Week Song, make predictions about and post the day's marker, and record observations about the marker.

**Calendar Collector** – Have a student helper report the weather and post a card to show if it's a lamb or a lion day. Record the information on the Lamb & Lion Record Sheet and Graph; discuss briefly with students.

**Days in School** – Add a dot to the ten-frame and a link to the chain, and have students figure out how many more are needed in one of the collections to make 10. Count all the dots and links collected so far, and record the result on the Classroom Number Line.

# April Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Days in School	Computational Fluency	Number Line
1		<b>Activity 1</b> Introducing the April Calendar Markers (p. 8)	<b>Activity 1</b> Introducing Frogs & Toads (p. 15)	Update		
2		<b>Activity 1</b> Introducing the April Calendar Markers (p. 8)	<b>Activity 2</b> Recording the Data (p. 16)	Update		
3		<b>Activity 1</b> Introducing the April Calendar Markers (p. 8)	Update	Update		<b>Activity 1</b> Meeting New Number Families (p. 34)
4		<b>Activity 1</b> Introducing the April Calendar Markers (p. 8)	Update	Update	<b>Activity 1</b> Frog & Toad Story Problems (p. 27)	
5		Update	<b>Activity 3</b> Examining the Data (p. 17)	Update		<b>Activity 1</b> Meeting New Number Families (p. 34)
6		<b>Activity 2</b> Identifying Measurable Attributes (p. 10)	Update	Update		
7		Update	Update	<b>Activity 1</b> Is It Really One Hundred? (p. 21)		<b>Activity 2</b> Playing Name My Number (p. 37)
8		Update	Update	Update	<b>Activity 2</b> Recording Frog & Toad Story Problems (p. 30)	
9		<b>Activity 2</b> Identifying Measurable Attributes (p. 10)	Update	Update		<b>Activity 2</b> Playing Name My Number (p. 37)
10		Update	<b>Activity 3</b> Examining the Data (p. 17)	Update		
11		<b>Activity 2</b> Identifying Measurable Attributes (p. 10)	Update	Update		
12		Update	Update	<b>Activity 1</b> Is It Really One Hundred? (p. 21)		<b>Activity 2</b> Playing Name My Number (p. 37)
13		Update	Update	Update	<b>Activity 2</b> Recording Frog & Toad Story Problems (p. 30)	
14		<b>Activity 2</b> Identifying Measurable Attributes (p. 10)	Update	Update		<b>Activity 3</b> Playing Mixed-Up Numbers (p. 39)
15		Update	<b>Activity 3</b> Examining the Data (p. 17)	Update		
16		<b>Activity 3</b> Discussing the Charts (p. 11)	Update	Update		
17		<b>Activity 3</b> Discussing the Charts (p. 11)	Update	Update		<b>Activity 4</b> Completing the Hap Hops Again! Page (p. 40)
18		<b>Activity 3</b> Discussing the Charts (p. 11)	Update	Update	<b>Activity 3</b> Completing the Story Problems with Frog & Toad Page (p. 31)	
19		<b>Activity 3</b> Discussing the Charts (p. 11)	Update	<b>Activity 1</b> Is It Really One Hundred? (p. 21)		
20		Update	<b>Activity 3</b> Examining the Data (p. 17)	Update		<b>Activity 3</b> Playing Mixed-Up Numbers (p. 39)

**Note** On days when the Calendar Grid, Calendar Collector, and Days in School are not featured in an activity, the class will update them together. Update procedures are described at the beginning of each workout write-up. Summaries of the update procedures appear below.

**Calendar Grid** – Sing the Days of the Week Song, make predictions about and post the day’s marker, add a mini-marker to one of the measurement charts, and record the name of the tool and the object being measured.

**Calendar Collector** – Have a student helper spin the Frog & Toad spinner and post a card to show the result. Record the information on the Frog & Toad Record Sheet and Graph; discuss briefly with the students

**Days in School** – Add a dot to the ten-frame and a link to the chain, and have students figure out how many more are needed in one of the collections to make 10. Count all the dots and links collected so far, and record the result on the Classroom Number Line.



# May Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Days in School	Computational Fluency	Number Line	Assessment
1		<b>Activity 1</b> Introducing the May Calendar Markers (p. 8)	<b>Activity 1</b> Introducing Cats & Dogs (p. 15)	Update			
2		<b>Activity 2</b> Introducing the Observations Chart (p. 9)	<b>Activity 2</b> Recording Cats & Dogs (p. 16)	Update			
3		Update	Update	Update		<b>Activity 1</b> The Nifty Fifty (p. 37)	
4		Update	Update	Update	<b>Activity 1</b> Introducing Fives Up (p. 30)		
5		Update	<b>Activity 3</b> Examining the Data (p. 17)	Update		<b>Activity 2</b> Playing Cross Out Fifty (p. 39)	
6		<b>Activity 3</b> Posing & Solving Story Problems (p. 10)	Update	Update			
7		Update	Update	Update		<b>Activity 3</b> Coloring Rainbow Numbers on the Fifty Grid (p. 41)	
8		Update	Update	Update	<b>Activity 2</b> Playing the Game in Pairs (p. 33)		
9		<b>Activity 3</b> Posing & Solving Story Problems (p. 10)	Update	<b>Activity 1</b> Building the Number Line (p. 23)			
10		Update	<b>Activity 4</b> Recording the Data (p. 18)	Update			
11		<b>Activity 3</b> Posing & Solving Story Problems (p. 10)	Update	<b>Activity 2</b> Hopping on the Number Line (p. 25)			
12		Update	Update	Update		<b>Activity 3</b> Coloring Rainbow Numbers on the Fifty Grid (p. 41)	
13		Update	Update	Update	<b>Activity 2</b> Playing the Game in Pairs (p. 33)		
14		<b>Activity 3</b> Posing & Solving Story Problems (p. 10)	Update	<b>Activity 3</b> Number Line Races (p. 26)			
15		Update	<b>Activity 3</b> Examining the Data (p. 17)	Update		<b>Activity 2</b> Playing Cross Out Fifty (p. 39)	
16		<b>Activity 3</b> Posing & Solving Story Problems (p. 10)	Update	Update		<b>Activity 4</b> Making Hap's Number Line, Part 1 (p. 42)	
17		Update	Update	Update		<b>Activity 4</b> Making Hap's Number Line, Part 2 (p. 43)	NC Checkup 4, Part 1 (p. 46)
18		<b>Activity 3</b> Posing & Solving Story Problems (p. 10)	Update	Update		<b>Activity 4</b> Making Hap's Number Line, Part 3 (p. 44)	
19		Update	Update	Update			NC Checkup 4, Part 2 (p. 47)
20		Update	<b>Activity 4</b> Recording the Data (p. 18)	Update			

**Note** On days when the Calendar Grid, Calendar Collector, and Days in School are not featured in an activity, the class will update them together. Update procedures are described at the beginning of each workout write-up. Summaries of the update procedures appear below.

**Calendar Grid** – Sing the Days of the Week Song, make predictions about and post the day's marker, have students solve the equation or story problem, and record an equation with the answer on the Observations Chart.

**Calendar Collector** – Have a student helper spin the Cat & Dog Spinner and post a card to show the result. Record the information on the Cat & Dog Record Sheet and Graph; discuss briefly with students.

**Days in School** – Add a dot to the ten-frame and a link to the chain, and have students figure out how many more are needed in one of the collections to make 10. Count all the dots and links collected so far, and record the result on the Classroom Number Line.