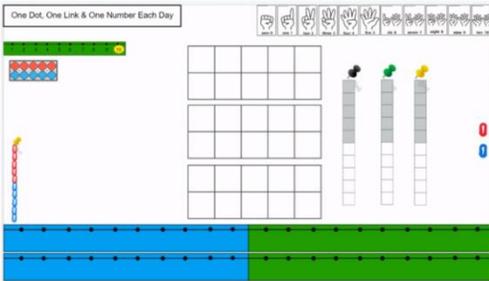


August

180 Count: one dot, one link, one # each day.



- Begin this quick routine on the first day of school. Add a dot to a ten frame, a link to the chain, and numeral to the number line to keep track of the days students are in school.
- Questions that can be asked: How many dots did we have on the ten frame yesterday? Show me with your fingers. How did you count the dots? How many dots will we have after we add one? How do you know? How many more dots do we need to complete the ten-frame? How do you know? Similar questioning can be done with the links. After day 10.... Question can change to- We have filled one (#) ten-frame(s) and another with one (#) dot(s). How many is that in all? How do you know? Ect....
- Highlight the multiples of 10 in some way on the number line. You can write them in red, highlight them, embellish them with a sticker, or draw a shape around them. Practice counting by 10s using the number line as a guide.
- After the 100th day of school, count to 100 periodically using the number line. Start at different numbers.
- Optional- Select a number on the number line and count on 10 more
- Optional- Choose a number and have students find that number on the number line, repeat for other numbers

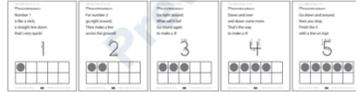
September

Big Idea: 2D Shapes and Real-World Representation, 0-10 forward and back

Calendar:

180 Count: one dot, one link, one # each day.

- What do you see? What shape?
- What do you notice? How many sides?
- Shape poem (additional resources)
- Do you notice a pattern? What comes next?
- Can you find something in the classroom like that shape?
- Days of the week song



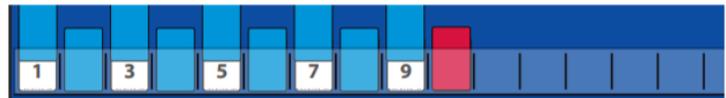
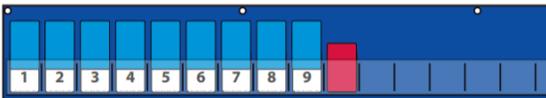
Writing Numerals 1-5:

Number Line: (Directions for number line activities are on the website)

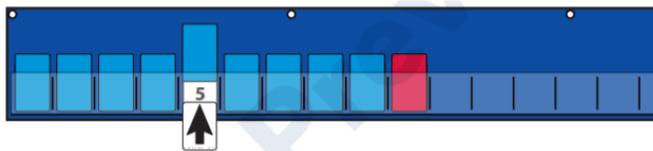
Vocab: after, backward, before, between, count choral, digit, forward

Introduce the Number line and Foxy

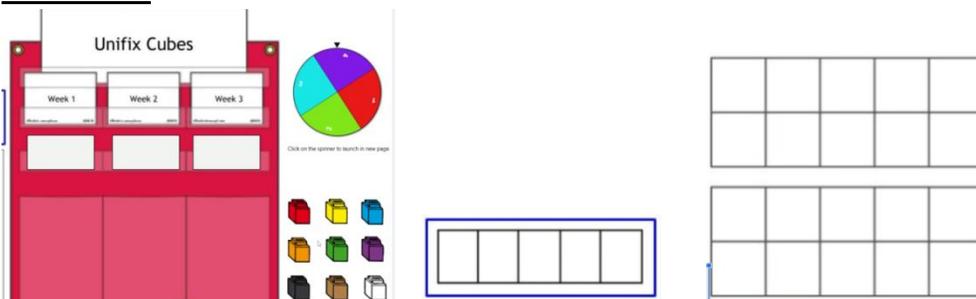
Counting Forward and Back



Hop and Stop



Collector:



Week 4

- Count by 1's and find total for each week.
- Count by 10's, count on, did we get the same total.
- Which week had the most? Least?

Additional Materials: Unifix cubes, 1-4 spinner. Can use dry erase boards to practice number formations.

Additional Resources: Shape poems in digital slide, Foxy's Hopping Song, Days of the week song

October

Big Idea: Leaves Up-Down-Right-Left (positional words), tricky teens

Calendar:

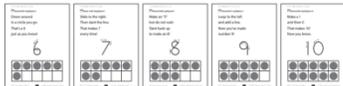
180 Count: Continue with one dot, one link, one # each day.

- How many leaves do you see? How did you know?
- Which way are the leaves pointing? **vocab: up, down, right, left**
- I am thinking about a day that the leaves are pointing to the right, (left, down, up) which day is it?
- Sing days of the week song

Writing numerals 6-10

Number Line: (Directions for number line activities are on the website)

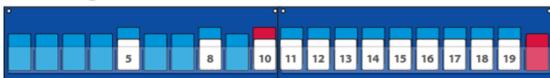
(Vocab: after, backward, before, between)



Hide and Seek with Foxy



Counting Forward and Back with Teens



Tricky Teens

- What numbers are behind the red doors? How do we know?
- Starting at 11, roll a die, and practice counting on.
- Show a teen number, where would it be on the number line?
- Can you name the number that comes before/after? What number is in between?
- What numbers are inside of this number?>?

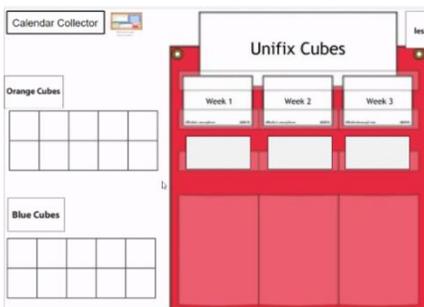
Collector (Vocabulary: more, less, equal)

- After you have placed your cubes on ten-frame: Which color has more?
- Which color has less? or are they equal? Repeat as needed throughout the month.

Week 4:

- Compare the 3 weeks of orange and blue cubes, (you're not collecting in the fourth week)

Vocab: least, most, and equal



sock box or container

Additional resources: Color poem, days of the week song in digital slide

Additional materials: If using concrete materials: Orange and blue unifix cubes, sock box, ten frames, 1-4 spinner.

November

Big Idea: 2D & 3D Shapes and Real-World Representation, Before & After

Calendar:

180 Count: Continue with one dot, one link, one # each day

- What shape do you see? Is it 2D or 3D? **vocab: sphere, cone, cube, cylinder, 3D, solid**
- Share observations about calendar piece. Identify the shape by name and classify it as 2D or 3D, flat or solid.
- Compare the differences and similarities between shapes on sequential days.
- Today's shape is a (EX. CUBE), what might today's real-world picture be of?
- Do you notice a pattern? Tell me what you see?
- Talk about corners, sides, flat, solid, etc...
- Reinforce the days of the week

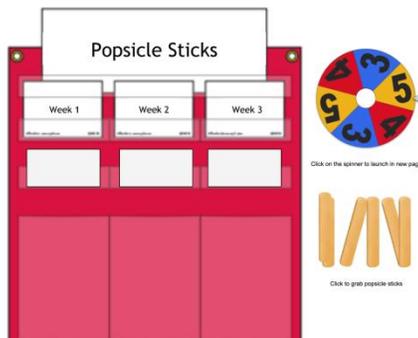
Reinforce Number Writing

Number Line: (Directions for number line activities are on the website)

- **Jump High, Count Low**
- **Numbers Before & After**
- **What's Behind the Red Door?**



Collector:



Each day for the first two weeks, spin a spinner numbered 3-5 and collect the designated number of craft sticks to place in the pocket chart. At the end of each week, count the sticks to see how many have been collected. Lay the sticks end-to-end and cut a piece of adding machine tape to match the total length of each week's collection. At the beginning of the third week, combine both collections and estimate. Then count to see how many sticks they collected in all. Lay the entire collection of sticks end-to-end to see if their total length matches the length of the adding machine tape strips placed end-to-end.

Additional Materials Needed: Popsicle sticks and 3,4,5 spinner or die for number collector, adding machine tape.

Additional Resources: (Can be found in w/digital calendar) Comparing 2D shapes and 3D (real world representations), how they are alike and different. Four digital slides: compare a square/cube, circle/sphere, rectangle/cylinder, & circle/cone

December

Big Idea: Positional words & Missing Numbers

Calendar:

180 Count: Continue with one dot, one link, one # each day

- Name the position of the teddy bear on each calendar piece. Where will he be next? Why?
- **Vocab:** below, above, behind, in front of, inside, outside, to the left, to the right, Use vocabulary cards to best describe the teddy bear's location relative to the box.
- What number will be in the corner? Why?
- I saw a teddy bear behind a box. What number could I be looking at? (Repeat for other positions the bear could be in)
- Where will the bear be today on our calendar piece? How do you know?
- Reinforce days of the week

Reinforce Number Writing

Number Line: (Directions for number line activities are on the website)

Introduce numbers 20-30

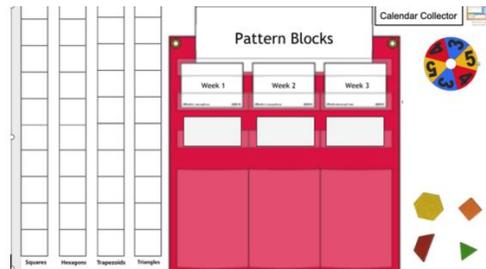


Count Around the Circle:



What Numbers are Missing:

Crazy Mixed Up Numbers



Collector:

Four different shapes—triangles, squares, trapezoids, and hexagons- are collected. Each week, place 10 of each shape in the sock box. Each day, spin the 3-4-5 spinner or role a 3-4-5 die and take that number of pattern blocks out of the sock box. The blocks are sorted by shape, counted, recorded and placed in the pocket chart. At the end of each week, count how many blocks were collected and then sort the blocks by shape. Using the strips that were used to record the data, order the quantities. At the beginning of the third week, combine both collections, estimate, and then sort and count to see how many pattern blocks were collected in all, and how many of each shape were collected.

Additional Resources: Where's the Bear? Digital slide can be found with digital calendar

Additional Materials Needed: Pattern blocks and 3,4,5 spinner or die for number collector and sock box, vocabulary cards for positional words

January Big Idea: Button Color decomposition (3,4,5), Hops on a number line, greater than/less than.

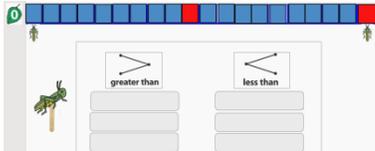
Calendar:

180 Count: one dot, one link, one # each day.

- How many buttons do you see? What do you notice on the day before? After?
- Modeling a number bond... How many blue buttons? How many pink? How many altogether?
- Do you see a pattern?
- Show a number bond. Can you find the matching sweater?

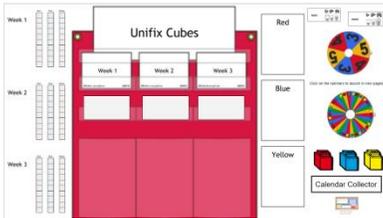
Number line: (Directions for number line activities are on the website)

Vocab: greater than/less than.



- Name that number
- Greater than less than
- Where is Foxy?

Collector: vocab: least, greatest



- How many blues do you see? How many reds? Yellow? Which color has least? Which color has the greatest? How many more reds than blue? Can you show me with your fingers?
- Show that the recording matches cubes.
- At the end of each week, put recording sheets from least to greatest. What do you notice?

Week 4

- Use ten frames to count total number of each color collected each week. Do you think we have enough cubes to fill all of the boxes on a ten-frame mat? On two ten frame mats?
- After moving cubes to make a full ten frame, count. Use hand motions (circle with finger for 10's, kids clap for 1's)
- Reorder recording sheets from least to greatest.

Additional Materials Needed: **Number collector:** Using sock box, you will need 10 of each color (red, blue, yellow) cubes. Blank 10 frame cards, sorting mats with blue, red, and yellow written on top, markers of each color and a 3,4,5 spinner. IF using IWB: 3,4,5 digital spinner. **Number Line:** zero card, 2 Foxes on clothespins, 1 loose fox, and counting fox on ruler. Greater than/less than cards. 0- 10 number cards. One die with numbers 4-9 and another with numbers 0-5.

February:

Big Idea: Comparisons: More, Less, Equal, Groups of 5.

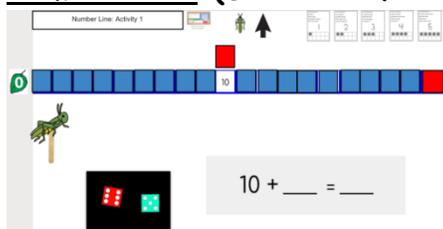
Calendar:

180 Count: one dot, one link, one # each day. (*Crandall the Crab)

- After the 3rd day, discuss vocab cards. Using the equal card ask "which one of these days shows equal?" Using the More card, ask "which day has more?"
- Observing the sets, reviewing the vocab each day. Asking questions based on these math words.
- A writing assignment using one of the vocabulary words.



Number Line: (Directions for number line activities are on the website)



- **Capture the teen numbers**
- **Numbers with partners**
- **Ten and Some More**
- **Roll and Count on teens**

Computational fluency using cubes, ten frames, equations with story problems.

- Students working with partners using unifix cubes and a ten frame. Tell story problems, one student is one addend (dark cubes) the other student is the other addend (light cubes). (There were 4 cows in the field. 2 more cows came along. How many cows are there in the field?) Have them discuss. Record as an equation. "What does the 3 mean?" link the symbolic to their recording. Do another story, showing ten frames, again linking to the symbolic (equation)
- Story problems with missing addend. The farmer has 10 chickens. He can only see 4 in the coup. How many are missing? Again, have the children work with a partner. Show equation, linking to their cubes. Show a number bond.

Additional resources: *Crandall the Crab and his nine cousins. Calendar grid observation chart, computational fluency.

Additional Materials Needed: Unifix cubes (dark and light), filled 10 frame cards (remove zero and ten), filled double ten frame cards, with black and red dots, 10 vocab resource cards, number die 4-9

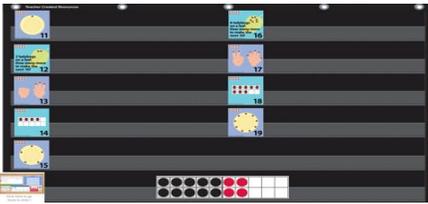
March

Big Idea: Visually represent groups of 10 & more, Hops on a # line

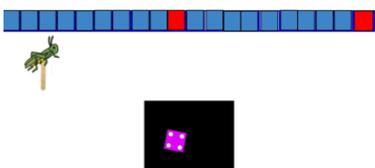
Calendar:

180 Count: one dot, one link, one # each day.

- Count the ladybugs each day, determine how many more would be needed to make a set of 10. After the 10th of the month, determine - "How many more to make the next set of 10?"
- There are X ladybugs, how many more to make 10? Or to make the next ten?
- How many ladybugs are there today? How did you count them? Is there a different way to count them?
- How many ladybugs, how many to make 10 (the next 10)? Write an equation Ex. $3 + 7 = 10$
- After March 19th, match double ten frames with corresponding number on the calendar



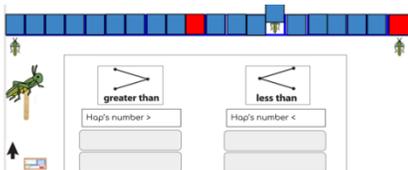
Number Line: (Directions for number line activities are on the website)



Name My Number



Crazy Mixed Up Numbers

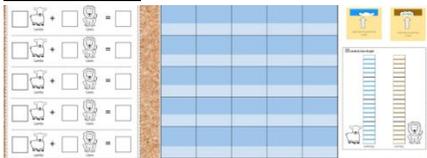


Finding Where is Foxy?



Capture My Number

Collector:



- Discuss March saying of "in like a lion and out like a lamb"
- Each day discuss the weather and decide a lion or lamb, record
- How many lambs? How many lions? Show me your fingers
- Write an equation after each day Ex. $0 \text{ (lamb)} + 1 \text{ (lion)} = 1$
- At the end of each week, discuss the data and make predictions about the upcoming week. At the end of the month, use the data over the weeks to decide if their results confirm the saying that March comes in like a lion and out like a lamb.

Additional Materials Needed: Lion and lamb cards, lion and lamb graph, & equation sheets for collector, die for number line activity

April

Big Idea: Measurement: length, weight, capacity, temperature

Calendar:

180 Count: one dot, one link, one # each day.

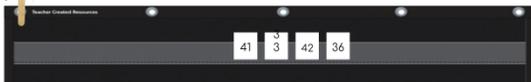
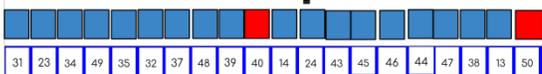
- Discuss what is being measured and how? **Vocab: length, weight, capacity, temperature**
- Discuss pictures using **vocab: longer, shorter, hotter, colder, heavier, lighter, etc...**
- Is there anything in our classroom that we could measure with the tool on today's calendar piece?
- I see a calendar piece that measures length, what day could I be looking at? Repeat for weight, capacity, and temperature on various other days.
- Can track measurable attributes on posters (Included with digital calendar) EX: On length poster record: ruler-eraser

Number Line: (Directions for number line activities are on the website)

Introduce #s 30-50 (introduce the 30's and 40's)



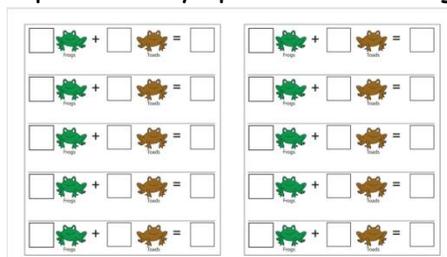
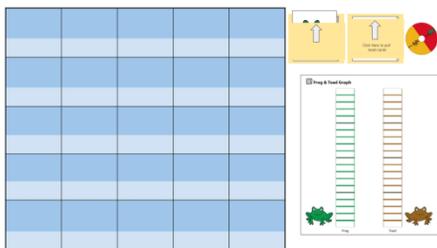
Name My Number



Crazy Mixed up numbers, can play with some numbers that don't belong as well

Collector:

Frog or Toad (Like March Lion or Lamb except randomly spin or select frog or toad-50/50 chance)



- Prior to the first spin or draw, discuss the 50/50 chance of it being frog or toad
- Each day spin or draw and record data and write equation
- At the end of each week, discuss the data and make predictions about the upcoming week.

Additional Materials Needed: Frog and toad cards and spinner, and graph and recording sheet for frog and toad collector.

May **Big Idea:** Cat and dog story problems. Days in school. Number line, Hopping by 10's.

Calendar: **180 Count:** one dot, one link, one # each day.

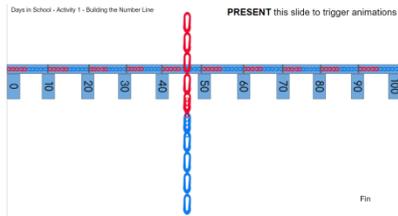
- Days alternate between equations and word problems. On equation days students create stories to match the equation.
- On word problem days, students use white boards, manipulatives, number bonds, pictures (tallies, ten frame) etc. They will generate an equation.
- "What is it we want to know?"
- Have students share their white board and thinking

Calendar Grid Observations

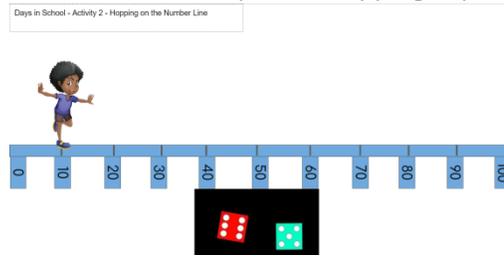
Date	Math Model	Story Problem

Number Line: (Directions for number line activities are on the website)

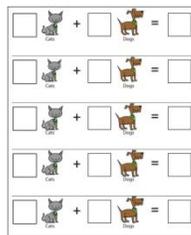
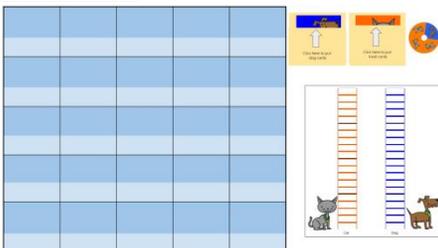
Activity 1: Days in School Number Line



Activity 2: Hopping by 10's



Collector:



- Discussion about "unfair spinner"
- Collecting data and recording. Have students use white board, tally 10 spins, make predictions.
- Spin, record, and write equations.
- How many cats? How many dogs? Show me on your fingers.

Additional Materials Needed: Wide tape to create number line on floor (highlighter tape or painters' tape). Cat and dog for collector and equation sheets. Unfair spinner.

Additional Resources: There are a few more number line activities available. There is a number grid activity too.

