

	Day: Monday	Week of: October 29th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can brainstorm ideas. I can state my opinion. <u>.W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>I can identify each part of speech. <u>.L.2.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Writing Provide students with a salty and sweet food.. You can give your students one of each type of food, or a few of each category to taste test. Have students eat and savor the food slowly so that the food can be described. Use the whole class chart to describe both types of food. Students taste test both food groups, eating slowly and savoring each bite. Students make observations about each food group on their recording sheet. Students describe the foods using adjectives. Afterwards, students form an opinion based on which food they are going to write about this week.</p> <p>Language Parts of Speech SCOOT- Students will be participating in a parts of speech SCOOT.</p>
Reading		
	<p>I can use a different voice for each character in a text. <u>.RL.2.6</u> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>I can determine meanings of unknown words. <u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>I can read poetry fluently. <u>RL.2.10</u></p>	<p>Mini Lesson Read <u>I Need My Monster</u> By Amanda Noll to your students. Use the comprehension cards to guide discussions and ask questions. Discuss the word choice, different characters and voices with your students.</p> <p>Vocab Use Marzano's Steps to introduce the word menacing.</p> <p>Whole Class Choral Reading</p> <p>Guided Reading Groups and Literacy Stations</p>

	<p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
Science/Social Studies		
	<p>2nd Grade I can describe what a savanna habitat is.</p> <p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>1st Grade NGSS-1-LS1-1-</p> <p>I can use materials to design a solution to a problem by copying how plants/animals use their parts to help them survive. CCR: This standard is important to prepare students for careers in design or engineering.</p>	<p>2nd Grade Tell students that today we are going to focus on a habitat called the savanna. Display the savanna picture card. Have students talk about what they notice about the savanna and what are some ways we could describe it. Show students this video of a savanna: https://www.youtube.com/watch?v=DxAO-a0KrAQ</p> <p>1st Grade We Do: Teacher will review slides 3-10 from Solving Problems by Mimicking Nature. You Do Together: Students will work with their table group to solve the following problem using biomimicry: Using a bear as a model make something to help David stay warm outside.</p>
Math		
	<p>1st Grade I can solve addition problems with three addends. <u>1.OA.A.2</u> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>Specials 1:15-2:30</p> <p>1st Grade Eureka Math Module 2 Lesson 3 Opening - Application Problem Mini Lesson - Concept Development- Maria has 9 snowballs, and Tony has 3. How many do they have altogether? What is the expression to solve this problem? Use your green linking cubes to show how many snowballs Maria has. Using the red cubes, show how many snowballs Tony has. Put them in a separate pile. How would you solve this problem?Is there a way to make ten with the amounts we have in front of us? Turn and talk to your partner. You made ten! Everyone, make ten. Now we have 10 here.What do we have left here? Look at your new piles. What is our new number sentence? Work Time: Students will complete Problem Set #1 problems 1 as a whole group. Students will then complete 2 and 3 with their shoulder partner. Then they will complete #4 all on their own. Debrief : Look at Problem 1. What are the two number sentences that show your work?</p>

<p><u>2nd Grade</u> Length Measure Centimeter Estimate Endpoint</p>	<p><u>2nd Grade</u> I will be able to: - measure different items using centimeter cubes.</p> <p>2.MD.1 - Measure the length of an object by selecting and using appropriate tools. 2.MD.3 - Estimate length using units of inches, feet, centimeters, and meters.</p>	<p><u>2nd Grade</u> <u>Module 2</u> <u>Lesson 1</u> <u>Intro:</u> Teacher will review Happy Counting counting backwards and forwards by one, beginning at 20 and then by two. Students will also complete the sprint for this lesson. <u>Mini-Lesson:</u> Teacher will review how to measure items to get an accurate measurement. Teacher will introduce estimate and endpoint. <u>Independent Practice:</u> Students will then complete an application problem and a problem set for this lesson. <u>Debrief:</u> Teacher will reflect with students on what they learned in this lesson. See debriefing questions on pg. 12 of the teacher book. <u>Assessment:</u> Students will complete the Exit Ticket. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
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	Day: Tuesday	Week of: October 29th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can write reasons to support my opinion. <u>.W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking</p>	<p>Writing Recall how we wrote our opinion pieces last week with an introduction, reasons, and conclusion. Refer back to the posters from Week 1 for sentence starters and organization. Model how to take our graphic organizer from yesterday to form sentences. Students use the writing graphic organizer. Students will focus on their introduction (stating their opinion) and</p>

	<p>words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>I can identify each part of speech.</p> <p><u>L.2.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>their reasons. Students use their brainstorming organizer from yesterday to develop their reasons.</p> <p>Language Parts of Speech Quiz: Students read the sentences from the story. Students color or circle the nouns, verbs, and adjectives in each sentence based on the color by code at the top of the page.</p>
Reading		
	<p>I can describe the structure of a story.</p> <p>RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>I can determine meanings of unknown words.</p> <p><u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>I can read poetry fluently.</p> <p><u>RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Mini Lesson Reread <i>I Need My Monster</i> and retell the story with your students. Sequencing the Story: First, Next, Then, After that, Finally: Students will retell the story in sentences and pictures. Guide students along the way so that they include important details from the story.</p> <p>Vocab Use Marzano's steps to introduce the word familiar.</p> <p>Whole Class Choral Reading</p> <p>Guided Reading Groups and Stations</p>
Science/Social Studies		
	<p>2nd Grade I can describe what a savanna habitat is.</p> <p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p>2nd Grade As a class read through the savanna informational passage and have students work with partners to answer the questions about the passage. Debrief and go over the answers together as a class, and have students add the definition of savanna to their flip-flap.</p> <p>1st Grade</p>

	<p>1st Grade NGSS-1-LS1-1-</p> <p>I can use materials to design a solution to a problem by copying how plants/animals use their parts to help them survive.</p>	<p>Teacher will review slides 3-10 from Solving Problems by Mimicking Nature. Students will work with their table group to solve the following problems using biomimicry: using a whale as a model, make something to help Jen stay warm in the ocean, and using an octopus as a model, make something to help Brian watch birds without being seen.</p>
Math		
	<p>1st Grade I can solve addition problems by making a ten. <u>1.OA.A.2</u> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><u>2nd Grade:</u> I will be able to: - measure different objects using one centimeter cubes.</p> <p>2.MD.1 - Measure the length of an object by selecting and using appropriate tools. 2.MD.3 - Estimate length using units of inches, feet, centimeters, and meters.</p>	<p>1st Grade Eureka Math Module 2 Lesson 4 Opening - Application Problem Mini Lesson - Concept Development- Maria has 9 green cubes. Tony has 3 red cubes. How many cubes do Maria and Tony have? What is the expression to solve this story problem? How can you check that I have the correct number of cubes representing Maria's cubes? . Is there a way to organize my green cubes so we can tell there are 9 cubes faster? When we arrange or draw things in a 5-group, we are all going to follow these steps. Just like reading, we'll start with the top row and from the left. We start in the next line with 6 and try to match it up to the top as closely as we can. Now can you see we have 9 cubes right away? The red cubes are also organized. What do we do to solve $9 + 3$?</p> <p>Work Time: Students will complete Problem Set #1 problems 1 as a whole group. Students will then complete 2 and 3 with their shoulder partner. Then they will complete the rest all on their own..</p> <p>Debrief : How did solving Problem 4 help you solve Problem 5?</p> <p><u>2nd Grade:</u> <u>Module 2</u> <u>Lesson 2</u> <u>Intro:</u> Teacher will review ways to rename numbers using place value. <u>Independent Practice:</u> Students will work independently to complete the application problem and we will then go over the answer together. <u>Mini-Lesson:</u> Teacher will review common measurement mistakes from the previous lesson. Teacher will model how to measure items using centimeter cubes. <u>Independent Practice:</u> Students will complete the problem set independently and we will discuss the answers as a group.</p>

		<p><u>Debrief:</u> Teacher will reflect with students on what they learned in this lesson. See debriefing questions on pg. 25 of the teacher book.</p> <p><u>Assessment:</u> Students will complete the Exit Ticket. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
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	Day: Wednesday	Week of: October 29th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can provide a concluding statement for my opinion piece. <u>.W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>I can capitalize proper nouns. <u>L.2.2.A</u> Capitalize holidays, product names, and geographic names.</p>	<p>Writing As a class, work on matching the opinion topics to a strong concluding statement. Pass out the cake layer cards to your students (this can be done in small groups or whole groups). Have students with a topic come up. The other students read their cards and decide if their concluding statement matches the topic. Students read it to see if the class agrees. If so, put the two together and keep going! Students will use the Conclusion sentence starters to form a concluding statement. Students use the examples from the mini-lesson as a model to make their concluding statements strong. Students continue writing their rough drafts.</p> <p>Language Common vs Proper Nouns: Discuss and Chart with your students. Use the Hello, My Name Is cards to chart Proper Nouns. Discuss the difference between common and proper nouns. Students make the monster booklet to record a list of common and proper nouns.</p>
Reading		

	<p>I can identify the main topic of a multiparagraph text. <u>RI.2.2</u> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. I can determine meanings of unknown words. <u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. I can read poetry fluently. <u>RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Mini Lesson Read the Nonfiction Reader "How to Become a Halloween Safety Expert." Students respond to the text with the Halloween Safety flap-ups. Students write four safety tips underneath the flaps.</p> <p>Vocab Use Marzano's Steps to introduce the word ominous.</p> <p>Whole Class Choral Reading</p> <p>Guided Reading Groups and Rotations</p>
Science/Social Studies		
		Fall Class Party
Math		
	<p>1st Grade I can solve addition problems by making ten. <u>1.OA.A.2</u> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>1st Grade Eureka Math Module 2 Lesson 5 Opening - Application Problem Mini Lesson - Concept Development- Which number bond is easier to solve? (Write $10 + 5 = .$) $10 + 5 = \dots?$ How did you know that so quickly? Because we know our 10+ facts. ? Because 10 is a friendly number. (Write $9 + 6 = .$) Now let's count on to solve $9 + 6$. Nine, 10, 11, 12, 13, 14, 15. 15. Wait. $9 + 6$ is equal to $10 + 5$? Both number bonds have the same total, but when one part is 10, our solution came to us automatically. Sergio and Lila were getting ready to go to recess. They both had to solve $9 + 8$. The first one to solve it got to go to recess first! Sergio decided he was going to count on to solve it. Was there another way to solve $9 + 8$ that Sergio could have used? Some of you said that you would make ten. Well, that is just</p>

	<p><u>2nd Grade:</u> I will be able to: - create and measure with a centimeter ruler.</p> <p>2.MD.1 - Measure the length of an object by selecting and using appropriate tools. 2.MD.3 - Estimate length using units of inches, feet, centimeters, and meters.</p>	<p>what Lila decided to do. Partner A, use your personal white board to show how Sergio solved $9 + 8$ by counting on. Partner B, show how Lila solved $9 + 8$ by making ten. Talk to your partner about the strategy you used to solve $9 + 8$. Help me make a number bond to show what Sergio did. What were the parts that Sergio used? What was the total? Help me make a number bond to show what Lila did. What were the parts that Lila used? What was the total? Which number bond will help you solve more efficiently or quickly? So, based on these number bonds and the work you and your partner just did, who do you think got to go to recess first? By using the make ten strategy, she was able to solve for the unknown quickly or efficiently.</p> <p>Work Time: Students will complete Problem Set #1 problems 1 & 2 as a whole group. Students will then complete 3-5 with their shoulder partner. Then they will complete the rest all on their own.</p> <p>Debrief : Which problems could you solve more efficiently by making ten?</p> <p><u>2nd Grade:</u> <u>Module 2</u> <u>Lesson 3</u> <u>Intro:</u> Teacher will review a variety of counting strategies using numbers between 40 and 60 counting forward and backward by one. Students will also complete the Making Ten sprint. Students will complete the application problem and the teacher will discuss the answer as a group. <u>Mini-Lesson:</u> Students will make their own centimeter rulers using centimeter cubes and sentence strips. They will then use this ruler to measure a variety of materials they have at their tables. <u>Independent Practice:</u> Students will complete the problem set for this lesson and we will go over the answers as a group. <u>Debrief:</u> Teacher will reflect with students on what they learned in this lesson. See debriefing questions on pg. 36 of the teacher book. <u>Assessment:</u> Students will complete the Exit Ticket. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
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	Day: Thursday	Week of: October 29th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		
	<p>I can edit my opinion piece. .W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>I can capitalize proper nouns. L.2.2.A Capitalize holidays, product names, and geographic names.</p>	<p>Writing Today we will work on editing our writing to make sure that we linked opinions and reasons with transition words. Either in whole group or small groups, play Would You Rather. Students read the would you rather question and provide an opinion, linking word, and reason to answer the question. This can be done as a class over discussion, or given to students to write down their responses. Remind students that we want to always provide reasons that explain why we have a specific opinion. Students edit their writing to ensure they provided linking words to connect their reasons to their Opinions. Students make any changes that are necessary. After writing their rough draft, students complete the close editing steps.</p> <p>Language Proper Nouns: Monster Questions: Students use their imagination to respond to the monster questions with a Proper Noun.</p>
Reading		
	<p>I can use a different voice for when each character speaks in a text. .RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. I can determine meanings of unknown words. L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>I can read poetry fluently. RL.2.10</p>	<p>Mini Lesson Reader's Theatre: Put students in groups of 6 and give each student a part. Go over parts of a script. Students will practice using the read aloud with expression and fluency.</p> <p>Vocab Use Marzano's steps to introduce the word admit.</p> <p>Whole Class Choral Reading</p> <p>Guided Reading Groups and Stations</p>

	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Science/Social Studies		
	<p>2nd Grade I can describe what a rainforest habitat is.</p> <p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>1st Grade SS-EP-5.2.3- Students will describe change over time in communication, technology, transportation and education in the community.</p> <p>I can describe how schools, communication, and transportation have changed over time.</p>	<p>2nd Grade</p> <p>Tell students that today we are going to focus on a habitat called the rainforest. Display the rainforest picture card. Have students talk about what they notice about the rainforest and what are some ways we could describe it. Read the book <u>If I Ran the Rainforest</u>.</p> <p>1st Grade Changes in Schools Mini-Lesson: The class will read the passage "Telephones: Then and Now." Work Time: Students will answer the questions about the passage. Debrief: Describe how the first telephones are different from cell phones.</p>
Math		
	<p>1st Grade I can use the commutative property to make 10. <u>1.OA.A.2</u> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>1st Grade Eureka Math Module 2 Lesson 6 Opening - Application Problem - Students will draw a picture to solve a word problem. Mini Lesson - Concept Development- (Write $5 + 9 =$ on the board.) Turn and talk to your partner. What strategy should we use to solve efficiently? Should we make ten with 5 or with 9? Let's have each partner try it a different way. Partner A, solve this by making ten with 5. Partner B, solve this by making ten with 9. Share your solution with your partner. Did you get the same total or a different total? Discuss how you solved it. How much is $5 + 9$? Did you solve for the total using the same way? How did you and your partner solve this? So, Partner A added $5 + 9$ using $5 + 5 + 4$. You're saying that this is the same as Partner B's work where she added $5 + 9$ using $9 + 1 + 4$. So, $5 + 5 + 4$ is the same as $9 + 1 + 4$? Which way did you prefer? Why? Do we always have to start with the first addend when we are adding? (Project $3 + 9$.) Which number should we start with? On your personal white</p>

	<p><u>2nd Grade:</u> I will be able to: - measure various objects using centimeter rulers and meter sticks.</p> <p>2.MD.1 - Measure the length of an object by selecting and using appropriate tools. 2.MD.3 - Estimate length using units of inches, feet, centimeters, and meters.</p>	<p>board, find the total, and show your bonds. What is the related 10+ fact to help you solve $3 + 9$? Work Time: Students will complete Problem Set #1 problems 1-3 as a whole group. Students will then complete 4-6 with their shoulder partner. Then they will complete the rest all on their own. Debrief :Look at Problem 8. Find as many related equal equations as you can.</p> <p><u>2nd Grade:</u> <u>Module 2</u> <u>Lesson 4</u> <u>Intro:</u> Teacher will review how to add one-digit numbers using the ruler from the previous lesson. Students will complete the sprint for the lesson on related facts. Students will work on the application problem independently and then we will go over the answers as a group. <u>Mini-Lesson:</u> Teacher will review how to measure using the ruler we made in the previous lesson. We will also discuss the relationship between centimeter and meters. Students will then practice measuring a variety of things around the room giving the lengths in centimeters and meters. <u>Independent Practice:</u> Students will complete the problem set for this lesson. <u>Debrief:</u> Teacher will reflect with students on what they learned in this lesson. See debriefing questions on pg. 48 of the teacher book. <u>Assessment:</u> Students will complete the Exit Ticket. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
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	Day: Friday	Week of: October 29th
Critical Vocabulary	Learning Target/Standards	Strategies/Activities
Writing		

	<p>I can capitalize proper nouns. <u>L.2.2.A</u> Capitalize holidays, product names, and geographic names.</p>	<p>Writing Miss Marcia will be coming to do a health lesson at this time.</p> <p>Language Proper Nouns: Eye Spy Proper Nouns: Students will write proper nouns for each category: person, place, thing. Students write the definition of proper nouns.</p>
Reading		
	<p>I can use a different voice for when each character speaks in a text. <u>.RL.2.6</u> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. I can determine meanings of unknown words. <u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>I can read poetry fluently. <u>RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Mini Lesson Students will continue practicing their reader's theatre and will perform their play.</p> <p>Vocab Use Marzano's steps to introduce the word unfurled.</p> <p>Whole Class Choral Reading</p> <p>Guided Reading Groups and Stations</p>
Science/Social Studies		
		<p>Sharpen the Saw 2:50-3:30</p>
Math		

	<p>1st Grade I can solve addition problems by making ten. <u>1.OA.C.6</u> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p><u>2nd Grade:</u> I will be able to: - estimate lengths of objects</p>	<p>1st Grade Eureka Math Module 2 Lesson 7 Opening - Application Problem Mini Lesson - Concept Development- Peter has 8 books, and Willie has 5. How many books do they have altogether? What is the expression to solve this problem? On your personal white board, use your blue linking cubes in 5-groups to show how many books Peter has. Use your yellow cubes to show how many books Willie has. Put them in a line of five next to your board. What are the different ways we can solve $8 + 5$? Let's use the last strategy to solve $8 + 5$. Everyone, make ten with 8. With your marker, draw a frame around your 10 cubes. We have 10 here. What do we have left here? Look at your new groups. What is our new number sentence? Work Time: Students will complete Problem Set #1 problems 1 as a whole group. Students will then complete 2 with their shoulder partner. Then they will complete the rest all on their own.</p> <p>Debrief :Look at Problem 1. What are the two number sentences that match the statements?</p> <p><u>2nd Grade:</u> <u>Module 2</u> <u>Lesson 5</u> <u>Intro:</u> Teacher will review breaking apart tens and ones with two-digit numbers. Students will complete the application problem independently and we will go over the answer as a group. <u>Mini-Lesson:</u> Teacher will discuss mental benchmarks for centimeters and meters and then practice estimating measuring a variety of objects in the classroom. <u>Independent Practice:</u> Students will complete the Problem Set for this lesson. We will review the answers together. <u>Debrief:</u> Teacher will reflect with students on what they learned in this lesson. See debriefing questions on pg. 60 of the teacher book. <u>Assessment:</u> Students will complete the Exit Ticket. Teacher will reteach individually and in small groups as needed. Students who are finished will play math fluency games.</p>
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