Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Operations and Algebraic Thinking		

Common Core State Standards in Mathematics (CCSSM)

Represent and solve problems involving addition and subtraction.

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 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.

Understandings	Essential Questions
Students will understand that: • addition involves adding to and putting together. • subtraction involves taking from, taking apart, and comparing. • missing numbers in a math sentence can be found using addition and subtraction. • a symbol can represent an unknown. • objects, drawings, and equations can be used to solve problems	• How can one find the total of parts? • How can one find the missing part of a whole?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• the meaning of addition. • the meaning of subtraction. • there are multiple interpretations of addition and subtraction.	• add on to a group in order to find a total amount. • solve problems as part-part-whole problems when joining or putting them together. • use subtraction to determine how many more are in one group than another (comparing). • solve word problems that call for the addition of three whole numbers whose sum is less than 20. • use objects and drawings to represent problems. • use equations with a symbol for the unknown number to represent the problem.

RESOURCES

- enVision Math Topics 1, 2, 4-6
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Operations and Algebraic Thinking		

Common Core State Standards in Mathematics (CCSSM)

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.3 Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*

1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.*

Understandings	Essential Questions
Students will understand that: • properties of operations are used as strategies for solving addition and subtraction problems. • knowing how addition and subtraction are related helps us to solve math problems.	• What is the relationship between addition and subtraction? • How can properties of operations help to solve addition and subtraction problems?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• the properties of operations (but will not use formal terms for these properties.)	• apply the properties of operations to solve problems involving addition and subtraction. • solve a subtraction problem by making it an unknown-addend problem.

RESOURCES

- enVision Math Topics 1, 2, 4-6
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Operations and Algebraic Thinking		

Common Core State Standards in Mathematics (CCSSM)

Add and subtract within 20.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6 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 $6 + 6 + 1 = 12 + 1 = 13$).

Understandings	Essential Questions
Students will understand that: • there are multiple strategies to add and subtract. • counting is related to addition and subtraction. • how many or how much there is of something increases with addition and decreases with subtraction.	• How is counting related to addition and subtraction? • How can a problem be simplified? • What strategies are available to determine how much or how many we have?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• numbers that make 10 will help solve problems. • numbers can be decomposed into simpler terms. • counting on strategies. • "making 10" strategies. • "decomposing 10" strategies. • the inverse relationship between addition and subtraction. • solutions can be found by forming equivalent but easier or known sums.	• add within 20. • subtract within 20. • fluently add within 10. • fluently subtract within 10. • count on to add. • decompose a number leading to 10.

RESOURCES

- envision Math Topics 1-6
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Operations and Algebraic Thinking		

Common Core State Standards in Mathematics (CCSSM)

Work with addition and subtraction equations.

1 OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.*

Understandings	Essential Questions
Students will understand that: • the equal sign represents two sides that are balanced and have equivalent expressions on each side. • an equation is true if the representation on the left side of the equal sign is equivalent to the representation on the right side of the equal sign; otherwise it is false. • if an unknown number must be found, it must make the equation true.	• How can one determine if an equation is true or false? • When the unknown number is found for an equation, how can one tell if it is correct?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• an equation is true only if the left and right sides of an equal sign have equivalent expressions. • that an unknown represents a number that will make an equation true.	• determine if an equation is true or false. • determine the value of an unknown which will make the equation true. • relate three numbers to each other through the use of an equation.

RESOURCES

- envision Math Topics 1, 2, 4-6
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Numbers and Operations in Base Ten		

Common Core State Standards in Mathematics (CCSSM)

Extend the counting sequence.

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understandings	Essential Questions
Students will understand that: • counting involves patterns.	• How does where the digits are located affect how one reads the number? • How do counting patterns help one to count?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• counting patterns. • how to read a number in the hundreds, tens, and ones place (for example, in 88 the 8 in the tens place is read as eighty whereas the 8 in the ones place is read as eight.)	• count to 120, starting at any number less than 120. • read numerals from 0 to 120. • write numerals from 0 to 120. • represent a number of objects with a written numeral, up to 120.

RESOURCES

- enVision Math Topic 7
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Number and Operations in Base Ten		

Common Core State Standards in Mathematics (CCSSM)

Understand place value.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones — called a "ten."
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Understandings	Essential Questions
Students will understand that: • the location of digits in a number determines the value of the number. • to compare two numbers, one must compare the digits in each place, starting with the tens place.	• Why is place value important?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• the representation of 1 – 9 as ones; 11 – 19 as a composition of one ten plus ones. • the two digits in a two-digit number represent the amount of tens and ones. • the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	• identify ten as ten ones bundled. • identify tens and ones in a two-digit number. • compare two digit numbers using <, =, and >.

RESOURCES

- enVision Topics 7-9
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Number and Operations in Base Ten		

Common Core State Standards in Mathematics (CCSSM)

Use place value understanding and properties of operations to add and subtract.

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Understandings	Essential Questions
Students will understand that: • concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction can help one solve problems. • when adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. • when subtracting multiples of 10 from multiples of 10, one subtracts tens from tens and knows that 0 remains in the ones place.	• How does place value help one find the answers to addition and subtraction problems?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• properties of operations to add and subtract. • the values of digits in a two-digit number.	• add a two-digit number and a one-digit number, with a sum within 100. • add a two-digit number and a multiple of ten, with a sum within 100. • given a two-digit number, mentally find 10 more or 10 less than the number, without having to count. • subtract multiples of 10 in the range 10 – 90, from multiples of 10 in the range 10 – 90 (positive or 0 differences). • relate a strategy to a written method. • explain the reasoning used for a given strategy.

RESOURCES

- envision Math Topics 9-11
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Measurement and Data		

Common Core State Standards in Mathematics (CCSSM)

Measure lengths indirectly and by iterating length units.

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Understandings	Essential Questions
Students will understand that: • lengths of objects can be compared to lengths of other objects. • measurement is an iteration of same-size units.	• How do we measure the length of an object? • How do we compare the lengths of two objects?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• the units used to measure an object should not overlap. • the units used to measure an object should not have gaps between them. • the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	• order three objects by length. • compare the lengths of two objects indirectly by using a third object. • express the length of an object as a whole number of length units.

RESOURCES

- enVision Math Topic 12
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Measurement and Data		

Common Core State Standards in Mathematics (CCSSM)

Tell and write time.

1 MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

Understandings	Essential Questions
Students will understand that: • when time passes, the hour hand and the minute hand move at different rates.	• How do the positions of the hands on an analog clock indicate the time? • How do the numbers on a digital clock indicate the time?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• on an analog clock, the difference between the hour hand and the minute hand. • on an analog clock, on the hour, the hour hand is pointing exactly to the number that represents the hour; on the half-hour, the hour hand is pointing exactly half-way between two numbers. • on a digital clock, the digits to the left of the colon represent the hour and the digits to the right of the colon represent the minutes.	• tell and write time in hours using an analog clock. • tell and write time in hours using a digital clock. • tell and write time in half-hours using an analog clock. • tell and write time in half-hours using a digital clock.

RESOURCES

- envision Math Topic 13
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Measurement and Data		

Common Core State Standards in Mathematics (CCSSM)

Represent and interpret data.

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Understandings	Essential Questions
Students will understand that: • there are many ways to analyze data.	• How can representing data help us to interpret it and draw conclusions?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• the total number of data points will be represented in two or more categories.	• organize data with up to three categories. • represent data with up to three categories. • interpret data with up to three categories. • compare the number of data points in two categories.

RESOURCES

- envision Math Topic 14
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Geometry		

Common Core State Standards in Mathematics (CCSSM)

Reason with shapes and their attributes.

1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.

1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Understandings	Essential Questions
Students will understand that: • attributes may or may not define a shape. • new shapes can be made from two or more other shapes. • compositions must be within the same dimension. • shares of a whole must always be equal. • decomposing into more equal shares creates smaller shares.	• Why do we need to identify shapes? • Why would we compose or decompose shapes?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• shapes are characterized by their defining attributes (number of sides, size of angles, etc.). • non-defining attributes (color, overall size, orientation, etc.) give additional information but do not characterize the shape.	• distinguish between defining and non-defining attributes. • build and draw shapes to possess defining attributes. • compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape. • compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders)* to create a composite shape. • partition circles into two and four equal shares. • partition rectangles into two and four equal shares. • appropriately use the words *halves, fourths* and *quarters* and the phrases *half of, fourth of,* and *quarter of.* • describe the whole as two of, or four of the shares. *Students do not need to learn formal names.

RESOURCES

- enVision Topics 15, 16
- Supplemental Lessons

Content Area:	MATHEMATICS	Grade Level:	1
Domain:	Measurement		

Additional Lessons for Grade 1

Although not required in the standards, students need to be exposed to additional content in order to prepare for what is required in future grades. In Grade 1 this includes money.

Understandings	Essential Questions
Students will understand that: • different coins have unique values. • the relative sizes of the coins are not related to the relative values of the coins (i.e., a penny is larger than a dime but it is not worth more than a dime.) • some coins can be exchanged for other coins, e.g., 5 pennies can be exchanged for 1 nickel. • the value of some coins and bills can be represented by a combination of other coins. • money amounts can be counted and compared. • coins can be identified by their color, size, and edge.	• Why do we need money? • How do we count money?
Knowledge: Students will know…	**Skills: Students will be able to . . .**
• pennies are copper and nickels, dimes, and quarters are silver. • a nickel is bigger than a dime but smaller than a quarter. • pennies and nickels have a smooth edge while dimes and quarters have an edge with ridges.	• identify a penny, nickel, dime, quarter, and dollar bill. • sort coins. • identify the value of a penny, nickel, dime, quarter and dollar bill. • skip count to count money. • compare value of set of coins or money amounts.

RESOURCES

- Supplemental Lessons

September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 Labor Day	4 "Used Numbers" pp. 11-20, Session 1 First Day of School	5 "Used Numbers" pp. 11-20, Session 2 Early Dismissal	6 "Used Numbers" pp. 21-29, Session 1 Early Dismissal	7 "Used Numbers" pp. 21-29, Session 2 Early Dismissal	8
9	10 Supp. Lesson: Daily Routines *pp. 1-4*	11 Supp. Lesson: Calendar *pp. 5-8*	12 Supp. Lesson: Weather/ Temperature *pp. 9-15*	13 Supp. Lesson: Number Grids *pp. 16-20*	14 1.1	15
16	17 1.2	18 Buffer	19 1.3	20 1.4	21 1.5	22
23	24 1.6	25 1.7	26 1.8	27 "Rooster's Off to See the World" (Resource Room)	28 15.1	29
30						

Additional Resource "How Many of Us?" – *pp. 99-107*

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 15.2	2 15.3	3 Buffer Addition Exemplars "Octopus" (Teacher Resources)	4 15.4	5 15.5	6
7	8 School Closed - Columbus Day	9 15.6	10 15.7	11 15.8	12 15.9	13
14	15 15.10	16 Topic Test & EnVisions Topic 15 Opener, page 469 "Circus Shapes"	17 2.1	18 2.2	19 2.3	20
21	22 2.3	23 2.4	24 2.5	25 2.6	26 2.7	27
28	29 2.8	30 2.9	31 Buffer Pumpkin Math & Candy Sorting			

Additional Resource "How Many of Us?" – *pp. 99-107*

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 2.10	2 2.11	3
4	5 Topic Test & Ms. Schannen's CD "Ten in Bed" (under Literature)	6 3.1	7 3.2 Early Dismissal	8 3.3	9 3.4	10
11	12 3.5	13 Supp. Lesson Place Value: Tens & Ones *pp. 21-25*	14 Buffer Early Dismissal	15 12.1	16 Supp. Lesson Number-Grid Patterns *pp. 26-30*	17
18	19 12.2	20 Ms. Schannen's CD, "How Big is a Foot" (under Literature)	21 School Closed	22 School Closed Thanksgiving	23 School Closed	24
25	26 12.3	27 12.4	28 12.5	29 12.6	30 Topic Test & Supp. Lesson: Explorations: Lengths, Straight Edges & Dominoes *pp. 31-35*	

Additional Resource "How Many of Us?" – *pp. 99-107*

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Buffer	4 4.1	5 4.2 Early Dismissal	6 4.3	7 Ms. Schannen's CD, "Inch by Inch" (under Literature)	8
9	10 4.4	11 4.5	12 4.6	13 4.7	14 4.8	15
16	17 4.9	18 4.10	19 Topic Test & Ms. Schannen's CD, "Mouse Count" (under Literature)	20 "Holiday Shapes" (teacher resource)	21 School Closed	22
23 30	24 School Closed - Winter Recess 31 New Year's Eve	25 School Closed - Winter Recess Christmas Day	26 School Closed - Winter Recess	27 School Closed - Winter Recess	28 School Closed - Winter Recess	29

Additional Resource "How Many of Us?" – *pp. 99-107*

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 School Closed - New Year's Day	2 School Closed	3 "Elementary Pattern Fill Ins", Ms. Schannen's CD (Pattern Blocks)	4 Buffer	5
6	7 13.1	8 13.2	9 13.3	10 13.4	11 Topic Test & Supp. Lesson: Telling Time to the Hr & Center -Time Match *pp. 36-40*	12
13	14 5.1	15 5.2	16 5.3	17 5.4	18 5.5	19
20	21 School Closed MLK Jr. Day	22 5.6	23 Buffer Measure Your Foot Day	24 5.7	25 5.8	26
27	28 5.9	29 Topic Test & Ms. Schannen's CD "Counting On" (Number Sense)	30 7.1	31 7.2 Early Dismissal		

Additional Resource "How Many of Us?" – *pp. 99-107*

February 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 7.3	2
3	4 EnVisions Topic 4 Opener pg. 115 "Animals on Board"	5 7.4	6 7.5	7 7.6	8 Topic Test & Schannen's CD, "Elementary Line Up Cards" (Number Line Up)	9
10	11 8.1	12 8.2	13 8.3	14 Valentine's Day Candy Sorting & Graphing (Teacher Resources)	15 School Closed	16
17	18 School Closed - Mid- Winter Recess President's Day	19 8.4	20 Buffer Toothpick Day (Teacher Resources)	21 8.5	22 100th Day of School (Teacher Resources)	23
24	25 8.6	26 Topic Test & Ms. Schannen's CD "Find the Place Value" (Number Sense)	27 9.1	28 9.2		

Additional Resource "How Many of Us?" – *pp. 99-107*

March 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 9.2	2
3	4 9.3	5 9.4	6 9.5 Early Dismissal	7 Supp. Lesson: Number Grid Puzzles *pp. 41-45*	8 Topic Test & Supp. Lesson: Fact Families *pp. 46-50*	9
10	11 Supp. Lesson: Fact Triangles *pp. 51-56*	12 14.1	13 14.2	14 14.3	15 Buffer St. Patrick's Day Lucky Charms Sorting – Teacher Resources	16
17	18 Supp. Lesson: Explorations: Geoboards *pp. 57-62*	19 14.4	20 14.5	21 14.6	22 14.7	23
24 31 EASTER	25 Topic Test & "Our Ages", Day 1*	26 "Our Ages", Day 2*	27 10.1	28 10.2	29 School Closed - Good Friday	30

*"Our Ages" Supplemental Lesson – *pp. 63-71*

Additional Resource "How Many of Us?" – *pp. 99-107*

April 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 School Closed - Spring Recess	2 School Closed - Spring Recess	3 School Closed - Spring Recess	4 School Closed - Spring Recess	5 School Closed - Spring Recess	6
7	8 10.3	9 10.4	10 "Our Ages"* Sessions 4-5 "Sibling Activities"	11 10.5	12 "Our Ages", Day 3*	13
14	15 10.6	16 Topic Test & "Our Ages", Day 4*	17 Buffer Early Dismissal	18 6.1	19 6.2	20
21	22 6.3	23 6.4	24 6.5	25 6.6	26 6.7	27
28	29 Topic Test & Ms. Schannen's CD "The Grouchy Ladybug" (under Literature)	30 11.1				

*"Our Ages" Supplemental Lesson – *pp. 63-71*

Additional Resource "How Many of Us?" – *pp. 99-107*

May 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 11.2	2 11.3	3 11.4	4
5	6 11.5	7 11.6	8 Topic Test & EnVisions Topic 11 page 354 "Math Project"	9 Buffer	10 16.1 Early Dismissal	11
12 Mother's Day	13 16.2	14 16.3	15 16.4	16 Topic Test	17 STEM FAIR PROJECT	18
19	20 STEM FAIR PROJECT	21 STEM FAIR PROJECT	22 STEM FAIR PROJECT	23 STEM FAIR PROJECT	24 School Closed	25
26	27 School Closed - Memorial Day	28 STEM FAIR PROJECT	29 STEM FAIR PROJECT	30 STEM FAIR PROJECT	31 STEM FAIR PROJECT	

Additional Resource "How Many of Us?" – *pp. 99-107*

June 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 STEM FAIR PROJECT	4 STEM FAIR PROJECT	5 STEM FAIR PROJECT	6 STEM FAIR PROJECT	7 STEM FAIR PROJECT	8
9 Father's Day	10 STEM FAIR PROJECT	11 STEM FAIR PROJECT	12 STEM FAIR PROJECT	13 STEM FAIR PROJECT	14 Ms. Schannen's CD, "Benny's Pennies" (under Literature)	15
16	17 Supp. Lesson: Pennies *pp. 72-77*	18 Supp. Lesson: Nickels *pp. 78-82*	19 Supp. Lesson: Counting Pennies & Nickels *pp. 83-87*	20 Supp. Lesson: Dimes *pp. 88-93*	21 Supp. Lesson: Coutning Dimes, Nickels, & Pennies *pp. 94-98*	22
23/30	24 Ms. Schannen's CD "Race for a Dimes" (under Money Problems)	25 Buffer	26 End of Year Act. "Graphing Items Found in Desk"(Teacher Resources)	27	28 Early Dismissal	29

Additional Resource "How Many of Us?" – *pp. 99-107*