

Name: Reinhold, Riches, Cotellesse, Polkabla		Grading Quarter: 1	Week Beginning: August 19
School Year: 24/25		Subject: Math	
Monday	Notes: No School	Objective: Lesson Overview:	Academic Standards:
Tuesday	Notes: Unit 1 Pages: 31A-40C	Objective: Unit 2 Opener and Diagnostic Lesson Overview: Different Ways to Balance. Explore how to balance a scale using one-pound and ten-pound weights and represent solutions with base-ten blocks. <u>Math Terms</u> hundreds, tens, base-ten blocks, digit, ones, place-value chart, decompose, expanded form, standard form, word form, place value, greater than, less than <u>Academic Terms</u> in common, relate to, decide, explanation, in common, wonder, apply, explanation, relationship, true	Academic Standards:
Wednesday	Notes: Unit 1 Pages: 31A-40C	Objective: 2.1 Understand Hundreds Lesson Overview: Students explain hundreds with regard to place value- 100 is one hundred or 10 tens, 200 is two hundreds or 20 tens, and so on. <u>Math Terms</u> hundreds, tens, base-ten blocks, digit, ones, place-value chart, decompose, expanded form, standard form, word form, place value, greater than, less than <u>Academic Terms</u> in common, relate to, decide, explanation, in common, wonder, apply, explanation, relationship, true	Academic Standards: 2.NBT.A.1a

Thursday	<p>Notes:</p> <p>Unit 1 Pages: 31A-40C</p>	<p>Objective: 2.2 Understand 3-digit Numbers</p> <p>Lesson Overview:</p> <p>Students explain what the digits in a 3-digit number represent Students represent 3-digit numbers</p> <p><u>Math Terms</u> hundreds, tens, base-ten blocks, digit, ones, place-value chart, decompose, expanded form, standard form, word form, place value, greater than, less than</p> <p><u>Academic Terms</u> in common, relate to, decide, explanation, in common, wonder, apply, explanation, relationship, true</p>	<p>Academic Standards:</p> <p>2.NBT.A.1b</p>
Friday	<p>Notes:</p> <p>Unit 1 Pages: 31A-40C</p>	<p>Objective: See Monday-Thursday</p> <p>Lesson Overview:</p>	<p>Academic Standards:</p>