

Grade: **Second**Unit: **Does It Walk, Crawl, or Swim?**

January / 2 weeks

PPS Daily Math Plans

Day 01	Day 02	Day 03	Day 04	Day 05
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Introduce January Calendar Update: • Counting Tape • Calendar	Update all Introduce: • New Daily Depositor (p. 47) • Measurement (see “Discussion about Temperature, p. 49)	Update all Discuss • Measurement • Counting Tape / Today’s Number	Update all. Discuss: • Calendar (see “Discussion about Symmetry” p. 44) • Clock	Update all. Discuss: • Daily Depositor • Measurement
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Investigation 1, Session 1 • Playing Guess My Rule (p. 5 – read this note to help inform your decision as to how much time to spend on Sessions 1 & 2. You may choose to combine both sessions in one day if students are familiar with the activities.) • Representing Guess My Rule Data (p. 8-9)	Investigation 1, Session 2 • Representing Data with Categories (p. 9-11) <i>25 min.</i> Have children represent the data using cubes as shown on p. 11 or you can have them color in a bar graph. • Sharing Representations (p. 9) <i>10 min.</i>	Investigation 1, Session 3 • Guess My Rule: Two-Rule Version (p. 19-20) <i>**see note below 20 min.</i> • Generating Rules (p. 20) <i>35 min.</i>	Investigation 1, Sessions 4 • Today’s Number <i>10 min.</i> • All About Yekktis (p. 23-25) You may either use the large Yekkti cards from the PPS cardstock packet or some teachers prefer to use the smaller commercial cards (from materials kit) and display them in a pocket chart. <i>35 min.</i>	Investigation 1, Session 5 Teacher Checkpoint • Guess My Rule with Yekkti Cards (p. 26)
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
	As students complete their representations, have familiar activities from previous units available for them to work on.			Have familiar activities from previous units available for students to work on as they finish.
Homework	Homework	Homework	Homework	Homework
Send home family letter (p. 98)	Guess My Rule, Student Sheet 2	Practice Page A	Today’s Number, Student Sheet 3	
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
Read “About the Mathematics in this Unit” on page I-18 before starting the unit. You will need prepared sets of <u>Yekkti Cards</u> (in PPS cardstock packet) for the lesson on Day 4 (see details on p. 3, “What to Plan Ahead of Time”)	See Teacher Note , “Inventing Pictures of the Data” on page 16.	** The notion of sorting by more than one attribute can be quite challenging. The Dialogue Box on p. 21 has some useful suggestions for your class discussion as you introduce this concept.		

Abbreviation Key: EDC = Every Day Counts MP = Math Packet supplement
EDC = Every Day Counts DCRM = Daily Cumulative Review Masters

Rev. 10/02

Day 06	Day 07	Day 08	Day 09	Day 10
Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
Update all Discuss: • Calendar • Coin Counter	Update all Discuss: • Counting Tape (Refer to p. 34 for questions about Place Value and Number Sense) • Daily Depositor	Update all Discuss: • Clock • Coin Counter	Update all. Discuss: • Measurement & Temperature Graph • Daily Depositor	Update all. Discuss: • Daily Depositor • Calendar • Counting Tape/Today's Number
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Investigation 2, Session 1 • Today's Number <i>15 min.</i> • Guess My Rule: Thing Collections (p. 40) <i>30 min.</i>	Investigation 2, Session 2 • Guess My Rule: Thing Collections cont'd. (p. 40) <i>20 min.</i> • Creating Sorting Rules (p. 41) <i>35 min.</i>	Investigation 2, Session 3 • What Sinks? What Floats? (p. 50-51) Teacher Checkpoint • Graphing Our Data (p. 52) Have students start graphing their data as they finish testing the items in their "Thing Collections"; finish graphs tomorrow.	Investigation 2, Sessions 4 • Discussion: Why Things Sink and Float (p. 52) <i>10 min.</i> After discussing, have students finish graphing their data and then do some writing about the experiment as described in: • Publishing Our Results (p. 53)	Pocket Day See pages 89-92 for a complete description of this routine and its variations.
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
Homework	Homework	Homework	Homework	Homework
Tens Go Fish (p. 148)	Guess My Rule, Student Sheet 5	Tens Go Fish (p. 148) and/or Turn Over Ten (p. 149)	Practice Page B	
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
For the lessons in this second Investigation, you will need 5-6 collections of common objects (buttons, seashells, old postage stamps, etc.). See Teacher Note on p. 43 for detailed description.	See Teacher Note on p. 45 for a discussion on effective ways to probe the ideas of students.	Read the Teacher Note on p. 54 and 55 prior to today's lesson.	Read the Dialogue Box on p. 57 prior to today's lesson.	

Investigation	Extensions	Additional Support
<p>One Sorting People and Yekktis</p> <p><i>Additional suggestions for extensions can be found on pages 13, 28, and 33.</i></p>	<p>Session 6 – Venn Diagrams: Provide students with a model for Venn Diagrams (i.e. two string or yard loops) and have them work on sorting their cards by two or more attributes. See the <u>Teacher Note</u> on page 34.</p> <p>Yekkti Stories – See <i>Homework</i> on page 33.</p>	
<p>Two Collections: What Goes Together?</p>	<p>Guess My Rule (p. 40): Some objects lend themselves to being sorted in a multitude of ways. Ask families to send in cancelled postage stamps and/or sea-shells. Have students see how many different rules they can find for sorting these objects.</p> <p>See also the suggestions on pages 42 and 58 of the unit guide.</p>	<p>Guess My Rule (p. 40): To simplify the task, have some collections that could be sorted in fairly obvious ways (i.e. plastic and metal lids or a collection of screws and nails).</p> <p>Creating Sorting Rules (p. 41): To provide students with writing support for this activity, give them a sentence frame to fill in the blanks (i.e. “Things that are _____.” “Things that are not _____.”</p>

Investigations: Does It Walk, Crawl, or Swim?

Alignment to 2nd Grade Expectations

	Grade Level Expectation √ = Report Card Language	Activities that Address Expectations	Assessment Activity
STATISTICS & PROBABILITY	<p>Reads and interprets a variety of picture and symbolic bar graphs. Tells what the graph is about, which category has most, which has least, how many more in one column, how many fewer, how many in all.</p> <p>√ Reads and interprets picture, symbolic and bar graphs.</p>	<p>Collecting & Recording Guess My Rule Data, p. 7</p> <p>Representing Guess My Rule Data, p. 8-9</p> <p>Representing Data with Categories, p. 9-11</p>	<p>Guess My Rule, Student Sheet 2</p> <p>Teacher Checkpoint: Graphing Our Date, p. 52</p> <p>End of Unit Assessment</p>
	<p>Conducts a simple survey, presents the data in the form of a graph, and explains his or her findings.</p> <p>√ Conducts a simple survey and explains the findings</p>	<p>What Sinks? What Floats?: Graphing Our Data, p. 52</p>	<p>Teacher Checkpoint: Graphing Our Date, p. 52</p>
ALGEBRAIC REASONING	<p>Can generate many different ways to sort a collection of objects (e.g. specific attributes of a group of buttons such as size, color, shape, number of holes, etc.)</p>	<p>Playing Guess My Rule, p. 5</p> <p>Guess My Rule: Two-Rule Version, p. 19</p> <p>Generating Rules, p. 20</p> <p>Guess My Rule: Thing Collections, p. 40</p>	<p>Teacher Checkpoint: Guess My Rule with Yekkt Cards, p. 26</p> <p>Assessment Masters 13-14</p> <p>Student Sheets 5 and 6</p>
	EXPOSURE	<p>Figures out how a collection of objects has been sorted by examining the evidence and begins to generate rules.</p>	<p>Playing Guess My Rule, p. 5</p> <p>Guess My Rule: Two-Rule Version, p. 19</p> <p>Sorting Yekktis, p. 24-25</p>
NUMBER SENSE and COMPUTATION	<p>Can arrange a collection of up to 100 objects by tens and ones and use this grouping to count the quantity accurately.</p>	<p>How Many Pockets? p.89-92</p>	<p>Teacher Observation</p>
	<p>Can count by 2's, 5's and 10's to 100.</p>	<p>How Many Pockets? p.89-92</p>	<p>Teacher Observation</p>
	<p>Knows and applies strategies to solve addition and subtraction facts to 18.</p>	<p>Today's Number, pgs. 4, 19, 23, 28, 38, 50</p>	<p>Student Sheet 3</p>

> **facts to 18.** >

> √ Knows and applies strategies to >
> solve addition and subtraction >
> combinations to 18. >



