

BLOCK 1

* **Bold items are the focus for the block. Emphasis needs to be placed on student mastery of these concepts by the end of the year.**

<u>MEANINGFUL DISTRIBUTED PRACTICE</u> Concepts to be distributed throughout the year in warm-ups or mini-lessons.	<u>DEVELOP CONCEPTUAL UNDERSTANDING, COMPUTATIONAL FLUENCY, & PROBLEM SOLVING SKILLS</u> Support students in making sense of the mathematics – regardless of instructional strategies used.	<u>PROJECTED NUMBER OF DAYS</u> Adjustments can be made within each block based on your students' needs.	
<p>PREVIEW: Expressions and Equations; Geometric</p> <p>REVIEW: Shapes: Triangles</p> <p>FLUENCY: Fraction, Decimal, Percent Equivalencies (use Counting Tape)</p>	<p>DATA COLLECTION & ANALYSIS</p> <p>Chapter 7 (Start with mini-unit to get to know the kids, then address through MDPs. Assessments should reflect Essential Questions)</p>	10 days	
<p>PREVIEW: Integers: concepts and addition</p> <p>REVIEW: Geometric Shapes: Quadrilaterals</p> <p>FLUENCY: Number Theory Addition and Subtraction of Fractions and Decimals</p>	<p>ALGEBRAIC REASONING AND ORDER OF OPERATIONS *</p> <p>Chapter 1 (develop conceptual understanding and incorporate problem solving)</p>	15 days	
<p>PREVIEW: Percent Bars</p> <p>REVIEW: Perimeter, Circumference, Area Order of Operations, Equations</p> <p>FLUENCY: Prime Factorization *, ÷ Fractions and Decimals</p>	<p>INTEGERS*</p> <p>Chapter 2 :Lessons 2-1 to 2-4 (concept building of the integers and +, -, x, ÷)</p>	20 days	

about 50 days
End of October