

	<i>CCD Foundational Skills</i>
GATHERING PLACE MATHEMATICS	2016
Lesson Schedule & Plans <i>Math Minutes</i> <i>Assessing Reasoning and Problem Solving</i>	

2016 TGP MATHEMATICS CALENDAR

<i>JANUARY</i>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 01.04 - 01.08</i>		
<i>Week of 01.11 - 01.15</i>		
<i>Week of 01.18 - 01.22</i>		
<i>Week of 01.25 - 01.29</i>	1. MATH MINUTE	2. MATH MINUTE

<i>FEBRUARY</i>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 02.01 - 02.05</i>	3. MATH MINUTE	4. MATH MINUTE
<i>Week of 02.08 - 02.12</i>	5. MATH MINUTE	6. MATH MINUTE
<i>Week of 02.15 - 02.19</i>	7. MATH MINUTE	8. MATH MINUTE
<i>Week of 02.22 - 02.26</i>	9. MATH MINUTE	10. MATH MINUTE
<i>Week of 02.29 - 03.04</i>	11. MATH MINUTE	12. MATH MINUTE

M A R C H	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 03.07 - 03.11</i>		
<i>Week of 03.14 - 03.18</i>		
<i>Week of 03.21 - 03.25</i>		
<i>Week of 03.28 - 04.01</i>		

A P R I L	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 04.04 - 04.08</i>		
<i>Week of 04.11 - 04.15</i>		
<i>Week of 04.18 - 04.22</i>		
<i>Week of 04.25 - 04.29</i>		

M A Y	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 05.02 - 05.06</i>		
<i>Week of 05.09 - 05.13</i>		
<i>Week of 05.16 - 05.20</i>		
<i>Week of 05.23 - 05.27</i>		
<i>Week of 05.30 - 06.03</i>		

J U N E	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 06.06 - 06.10</i>		
<i>Week of 06.13 - 06.17</i>		
<i>Week of 06.20 - 06.24</i>		
<i>Week of 06.27 - 07.01</i>		

J U L Y	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 07.04 - 07.08</i>		
<i>Week of 07.11 - 07.15</i>		
<i>Week of 07.18 - 07.22</i>		
<i>Week of 07.25 - 07.29</i>		

A U G U S T	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 08.01 - 08.05</i>		
<i>Week of 08.08 - 08.12</i>		
<i>Week of 08.15 - 08.19</i>		
<i>Week of 08.22 - 08.26</i>		
<i>Week of 08.29 - 09.02</i>		

S E P T E M B E R	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 09.05 - 09.09</i>		
<i>Week of 09.12 - 09.16</i>		
<i>Week of 09.19 - 09.23</i>		
<i>Week of 09.26 - 09.30</i>		
O C T O B E R	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 10.03 - 10.07</i>		
<i>Week of 10.10 - 10.14</i>		
<i>Week of 10.17 - 10.21</i>		
<i>Week of 10.24 - 10.28</i>		
<i>Week of 10.31 - 11.04</i>		
N O V E M B E R	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 11.07 - 11.11</i>		
<i>Week of 11.14 - 11.18</i>		
<i>Week of 11.21 - 11.25</i>		
<i>Week of 11.28 - 12.02</i>		

<i>D E C E M B E R</i>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 12.05 - 12.09</i>		
<i>Week of 12.12 - 12.16</i>		
<i>Week of 12.19 - 12.23</i>		
<i>Week of 12.26 - 12.30</i>		

Portfolios

PROBLEM SOLVING

- What is this problem about?
- What am I asked to find?
- What facts am I given? Are there any facts missing?
- What is a good place to start?
- What is a good strategy to try? Why did I choose this strategy?
- What is a good next step?
- What do I still need to know?
- Have I answered the given question?
- Is there another way to attack this problem?

DIAGRAMS

- Concepts can be illustrated with an explanation and/or drawing.

JOURNALS

- What did you learn in math class today?
- What was most challenging?
- What was easiest? Why?
- What did you learn in math class today that you did not know before?
- How is what you learned today used outside of school?
- How did you feel about today's lesson? Why?
- How well did you learn today's lesson?
- What did you find to be the most interesting part of the lesson? Why?
- How did you use mathematics today, outside of school?

PROBLEM SOLVING

Consider these questions while trying to solve more difficult or tricky problems.

STOP and write a response to some *Problem Solving Prompts* while solving the problem.

DIAGRAMS

For every Reasoning Problem, **STOP** and illustrate the problem. Explain some problem solving questions. Make a drawing of the problem to help identify the information given and what you are solving for.

JOURNALS

After completing the *Computation and Reasoning Problems* spend five minutes Journaling. Use the provided *Journaling Prompts* or create your own.

Keep yourself organized.

Create a collection of your “best” works for your future.

MATERIALS	BEFORE LESSON						
○							
OBJECTIVES	GUIDED PRACTICE						
○							
KEY CONCEPT	CORE SKILL						
○							
VOCABULARY	EXTENSION						
<table border="1"> <tr> <td>Tier 2</td> <td>○</td> </tr> <tr> <td>Tier 3</td> <td>○</td> </tr> <tr> <td>Test Words</td> <td>○</td> </tr> </table>	Tier 2	○	Tier 3	○	Test Words	○	LESSON REVIEW
Tier 2	○						
Tier 3	○						
Test Words	○						
INTERACTIVE STRATEGY							
○							
WRITING TOPIC							
○							
WRITING PRACTICE							