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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of September 21, 2015**

**McHolland, Fluharty, Jett First Grade**

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| **Monday September 21** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:15 Whole Group Activity**  Standard: 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT break apart tens and ones to show a two-digit number |
| Vocabulary: tens, ones, groups  Activities/Strategies:  Eureka Math-Topic A Lesson 6  Application Problem: Word problem concerning tens and ones as well as ten less  Concept Development: Breaking tens and ones apart using representations with cubes and coins.  Problem Set: Complete problem set with a partner or alone.  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |
| **Tuesday September 22** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:15 Whole Group Activity**  Standard: 1.NBT.5 Given a two digit number mentally find 10 more or 10 less and use reasoning to support your answer | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT find the greatest or lesser number |
| Vocabulary: digit, more, less, greater, less than  Activities/Strategies:  Eureka Math-Topic B Lesson 7  Application Problem: Word problem concerning the value of a unit  Concept Development: Comparing Numbers and finding the greatest or lesser number  Problem Set: Complete problem set with a partner or alone.  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |
| **Wednesday September 23** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:15 Whole Group Activity**  Standard: 1.NBT.5 Given a two digit number mentally find 10 more or 10 less and use reasoning to support your answer | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT compare quantities |
| Vocabulary: groups of ten  Activities/Strategies:  Eureka Math-Topic B Lesson 8  Application Problem: Word problem concerning ten more or ten less and one more/one less  Concept Development: Comparing Numbers and finding the greatest or lesser number  Problem Set: Complete problem set with a partner or alone.  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |
| **Thursday September 24** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:15 Whole Group Activity**  Standard: 1.NBT.5 Given a two digit number mentally find 10 more or 10 less and use reasoning to support your answer | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT use symbols to compare quantities |
| Vocabulary: compare, symbols  Activities/Strategies:  Eureka Math-Topic B Lesson 9  Application Problem: Word problem concerning ten more or ten less and one more/one less  Concept Development: Comparing Numbers and finding the greatest or lesser number with symbols  Problem Set: Complete problem set with a partner or alone.  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |
| **Friday September 25** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:15 Whole Group Activity**  Standard: 1.NBT.5 Given a two digit number mentally find 10 more or 10 less and use reasoning to support your answer | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT use symbols to compare quantities |
| Vocabulary: compare, symbols  Activities/Strategies:  Eureka Math-Topic B Lesson 10  Application Problem: Word problem concerning ten more or ten less and one more/one less  Concept Development: Comparing Numbers and finding the greatest or lesser number with symbols  Problem Set: Complete problem set with a partner or alone.  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |