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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, groupsActivities/Strategies:Eureka Math-Topic A Lesson 6Application Problem: Word problem concerning tens and ones as well as ten lessConcept 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 thanActivities/Strategies:Eureka Math-Topic B Lesson 7Application Problem: Word problem concerning the value of a unitConcept Development: Comparing Numbers and finding the greatest or lesser numberProblem 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 tenActivities/Strategies:Eureka Math-Topic B Lesson 8Application Problem: Word problem concerning ten more or ten less and one more/one lessConcept Development: Comparing Numbers and finding the greatest or lesser numberProblem 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, symbolsActivities/Strategies:Eureka Math-Topic B Lesson 9Application Problem: Word problem concerning ten more or ten less and one more/one lessConcept Development: Comparing Numbers and finding the greatest or lesser number with symbolsProblem 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, symbolsActivities/Strategies:Eureka Math-Topic B Lesson 10Application Problem: Word problem concerning ten more or ten less and one more/one lessConcept Development: Comparing Numbers and finding the greatest or lesser number with symbolsProblem Set: Complete problem set with a partner or alone. Exit Ticket\*Some students may be working in small guided groups to reinforce concepts |