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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of December 7, 2015**

 **McHolland, Fluharty, Jett First Grade**

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| **Monday** **December 07**  | **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**Standards: 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.1.OA.4 Understand subtraction as an unknown-addend problem. For example subtract 10 – 8 by finding the number that makes 10 when added to 8.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
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| **Learning Target:** SWBAT solve story problems by relating addition and subtraction. |
| Vocabulary: unknown part, number bond, number sentence, counting onActivities/Strategies:Eureka Math- Topic G Lesson 25Application Problem: Word problem to find the unknown part by using doubles plus one strategy.Concept Development: Students will solve addition problems with an unknown part, then we will practice using the unknown addend addition problem to create a subtraction sentence to find the unknown part. (Ex. 4+\_\_=6, 6-4=\_\_\_) Have students then write addition and subtraction number sentences to solve a story problem that match a number bond.\*Some students may be working in small guided groups to reinforce conceptsProblem Set Exit Ticket |
| **Tuesday** **December 8**  | **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**1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.1.OA.4 Understand subtraction as an unknown-addend problem. For example subtract 10 – 8 by finding the number that makes 10 when added to 8.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT count on using a number path to find the unknown part. |
| Vocabulary: unknown part, number bond, addend, count onActivities/Strategies:Eureka Math- Topic G Lesson 26Application Problem: Word problem students will solve by counting on the find the unknown part, write an addition and subtraction sentence to show two ways to solve, and identify the unknown part. Concept Development: Practice using a number path to count on or count back to find the unknown part, show that a subtraction sentence can also be solved as a missing addend addition sentence (discuss relating addition to subtraction)Problem Set: Complete problems with a partner or alone Exit Ticket\*Some students may be working in small guided groups to reinforce concepts |
| **Wednesday December 9** | **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**1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.1.OA.4 Understand subtraction as an unknown-addend problem. For example subtract 10 – 8 by finding the number that makes 10 when added to 8.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT count on using the number path to find an unknown part.   |
| Vocabulary: unknown part, part, whole, addend, sum Activities/Strategies:Eureka Math-Topic G Lesson 27Application Problem: Word problem students will solve using a number bond with a missing part; students will need to write an addition sentence and a subtraction sentence identifying the unknown part of the number bond.Concept Development: Work with a number path and subtraction sentences to re-write subtraction sentences as missing addend addition sentences. Each time students will put a box around the unknown part.Problem Set: Complete problem set with a partner or aloneExit Ticket\*Some students may be working in small guided groups to reinforce concepts |
| **T****hursday December 10** | **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**1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.1.OA.4 Understand subtraction as an unknown-addend problem. For example subtract 10 – 8 by finding the number that makes 10 when added to 8.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT  |
| Vocabulary: unknown part, part, part, whole, addend, sum, true, falseActivities/Strategies:Eureka Math-Topic G Lesson 27 review/Unit ReviewApplication Problem : Students analyze a solution to a word problem and determine if it is correct/incorrect.Concept Development: Whole group review of relating addition and subtraction sentences by finding the unknown part of a number bond..Exit Ticket\*Some students may be working in small guided groups to reinforce concepts |
| **Friday December** **11** | **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** Standards: 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.1.OA.4 Understand subtraction as an unknown-addend problem. For example subtract 10 – 8 by finding the number that makes 10 when added to 8.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT solve story problems by adding and subtracting. |
| Vocabulary: unknown part, part, part, whole, add, addend, sum, subtract, differenceActivities/Strategies:Complete the 1st Grade Learning Check/ Cumulative Assessment |