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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of January 19, 2016**

**McHolland, Fluharty, Jett First Grade**

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| **Tuesday**    **January**  **19** | **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. 4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT use counting on and the make a ten strategy when adding across a ten. |
| Vocabulary: unknown part, number bond, addend, subtract, difference  Activities/Strategies:  Eureka Math- Topic D Lesson 14  Application Problem: Series of three problems involving finding the unknown part completed in math journal  Concept Development: Students will solve problems requiring the make a ten strategy as they add a two-digit number to a one-digit number  Problem Set: Complete problems with a partner or alone  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |
| **Wednesday**  **January**  **20** | **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.NBT. 4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT find sums for related addition facts. |
| Vocabulary: unknown part, part, whole, subtract, tens, ones  Activities/Strategies:  Eureka Math-Topic D Lesson 15  Application Problem: Three word problems students will solve using strategies to find a missing part  Concept Development: Students will use single digit sums to help find solutions for related sums (2+4, 12+4, 22+4) Use snap cubes; record sums on chart to show changes in tens  Problem Set: Complete problem set with a partner or alone  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts. |
| **T**  **hursday**  **January**  **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**  1.NBT. 4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT find sums when adding tens and ones. |
| Vocabulary: unknown part, part, whole, addend, sum  Activities/Strategies:  Eureka Math-Topic D Lesson 16  Application Problem: Three word problems students will solve using a number bond with a missing part to review yesterday’s concepts  Concept Development: Students will add two-digit numbers to one digit numbers. The solutions will require adding ones and ones or tens and tens, using number bonds to help break apart the two-digit addends  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**  **January**  **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**  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. | **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, difference  Activities/Strategies:  Data Notebook updates; Students may work at math center activities as we work on these in small groups. |