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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of November 16, 2015**

 **McHolland, Fluharty, Jett First Grade**

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| **MondaYNovember 30**  | **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.OA.3Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)1.OA.6Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
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| **Learning Target:** SWBAT count on using doubles. |
| Vocabulary: unknown part, number bond, equal, equivalent, true, falseActivities/Strategies:Activities/Strategies:Eureka Math- Topic F Lesson 21Application Problem: Word problem that is an application of the commutative property to count on from the larger addend from Lesson 20. It is also relevant to the Concept Development of the current lesson as a doubles plus 1 problem.Concept Development: Students practice counting doubles using their fingers, 1+1. 2+2, 3+3, etc. Identify these as doubles, demonstrate how finding doubles helps us solve number sentences.(ex: how is 2+3 like 3+3)\*Some students may be working in small guided groups to reinforce conceptsProblem SetExit Ticket |
| **Tuesday****, December 1**  | **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.OA.3Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)1.OA.6Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT solve and analyze problems using an addition chart.  |
| Vocabulary: unknown part, number bond, equal, equivalent, addendActivities/Strategies:Eureka Math- Topic F Lesson 22Application Problem: Word problem that is an application of doubles, and comparing quantities. Concept Development: Students analyze addition chart, looking for patterns, similarities, differences. 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 2** | **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.3Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)1.OA.6Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT look for and make use of structure on the addition chart by looking for and coloring problems with the same total.    |
| Vocabulary: unknown part, part, whole, addend, sum Activities/Strategies:Eureka Math-Topic F Lesson 23Application Problem: Students find common addends to solve a word problem. This problem is designed as an application of the previous lesson, which focused on common addends on the addition chart. Concept Development: Students continue to analyze addition chart and find patterns.Problem Set: Complete problem set with a partner or aloneExit Ticket\*Some students may be working in small guided groups to reinforce concepts |
| **TT****hursday December 3** | **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.OA.31.OA.3Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)1.OA.6Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT write addition sentences to show addends in a different order. |
| Vocabulary: unknown part, part, part, whole, addend, sum, true, falseActivities/Strategies:Eureka Math-Topic F Lesson 24 Application Problem : Students analyze a solution to a word problem and determine if it is correct/incorrect.Concept Development: Whole group completion of Related Facts ladder.Exit: Ticket\*Some students may be working in small guided groups to reinforce concepts |
| **Friday December** **4** | **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.OA.3 apply properties of operations as strategies to add and subtract. (commutative property of addition and associative property of addition) 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT write addition sentences to show addends in a different order. |
| Vocabulary: unknown part, part, part, whole, addend, sum, true, falseActivities/Strategies:Eureka Math-Topic F Lesson Review and Assessment |