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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of February 2, 2016**

**McHolland, Fluharty, Jett First Grade**

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| **Tuesday**    **February**  **2nd** | **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 identify different ways to represent a two-digit number. |
| Vocabulary: two-digit, tens, ones  Activities/Strategies:  Eureka Math- Review Topic F Lesson 23  Application Problem: RDW process to solve a problem with tens and ones completed in math journal  Concept Development: Students will show two-digit numbers with base ten pieces, then show different representations with the same value.  Problem Set: Complete alone or with a partner. Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |
|  | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **Science 3:15-3:35**  Standard: 1 PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.  **Learning Target:** SWBAT identify how different sounds are made.  Vocabulary: vibrate, pitch  Activities/Strategies: Show a picture of a man with a guitar- How does he make sounds with his guitar? Model making an instrument with rubber band over a bowl. What do you see/hear when I pull the string? What do you think made the sound? What would happen if we used a thicker rubber band? Students will read pages 404-407. Students will write/draw about how sounds can help you. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
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| **Wednesday**  **February**  **3rd** | **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 a pair of two-digit numbers. |
| Vocabulary: unknown part, tens, ones  Activities/Strategies:  Eureka Math-Topic F Lesson 24  Application Problem: RDW problem with adding a two-digit number to one digit number  Concept Development: Students will use unifix cubes to find solutions for sums when adding a two digit number to a two-digit 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. |
|  | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **Science: 3:15-3:35**  Standard: 1 PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.  **SWBAT show how different sounds are made.**  **Activities/Strategies: Students will do a variety of experiments with sound.** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Thursday**  **February**  **4th** | **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 F Lesson 25  Application Problem: RDW problem with adding a two-digit number to one digit number  Concept Development: Students will add two-digit numbers to two-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 |
|  | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **3:15-3:45 Science Activity**  Standards: 1 PS4-2: **Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.**  **Learning Target: SWBAT identify sources of light and what lets light through.**  **Activities/Strategies:**.Model experiment on page 411. Students will read pages 412-415. Turn to page 416 in the book. What sources of light do you see in this picture? How does the man use the light seen in the picture? | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Friday**    **February**  **5th** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:00 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.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Learning Target:** SWBAT find sums when adding tens and ones.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Eureka Math-Topic F Lesson 26  Application Problem: RDW problem with adding a two-digit number to one digit number  Concept Development: Students will add two-digit numbers to two-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  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3:00- 3:35 Science Activity**  Standards: 1 PS4-2: **Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT conduct an experiment to see which objects let light through.  Vocabulary: observation, light  Activities/Strategies: Students will conduct a variety of experiments about light. |
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