|  |
| --- |
| IEP/Student Modifications Noted in Classroom |

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

 **McHolland, Fluharty, Jett First Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **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, onesActivities/Strategies:Eureka Math- Review Topic F Lesson 23 Application Problem: RDW process to solve a problem with tens and ones completed in math journalConcept 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, pitchActivities/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*
 |
|  |  |  |  |
| **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 24Application 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 numberProblem Set: Complete problem set with a partner or aloneExit 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, sumActivities/Strategies:Eureka Math-Topic F Lesson 25Application 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 addendsProblem Set: Complete problem set with a partner or aloneExit 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 26Application 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 addendsProblem Set: Complete problem set with a partner or aloneExit 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, lightActivities/Strategies: Students will conduct a variety of experiments about light. |
|  |