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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of January 25th, 2016**

**McHolland, Fluharty, Jett First Grade**

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| **Monday**    **January**  **25th** | **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- Review Topic D Lesson 14 (Review this lesson as three snow days may have impacted recall)  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 |
|  | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **Science 3:15-3:35**  Standard: 1 PS4-2: **Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.**  **Learning Target:** SWBAT to write what they know about light.  Vocabulary: illumination, light, dark, shadow  Activities/Strategies: Students Quickwrite what they know already about light. Students will share out to complete KWL chart. Read Day Light, Night Light:Where does the light come from? (youtube resource) Students write what they’ve learned on the KWL Chart. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
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| **Tuesday**  **January**  **26th** | **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. |
|  | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **Science: 3:15-3:35**  Standard: 1 PS4-2: **Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.**  **SWBAT write about what they learned about light.**  **Activities/Strategies: Review KWL Chart. Students will watch Brainpop video on Light. Students will add information to the KWL chart.** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Wednesday**  **January**  **27th** | **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 |
|  | **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 write about what they know about light.**  **Activities/Strategies:** Review KWL Chart, Students divide into 3 groups to read three separate texts. Students will report back what they learned to write on the KWL Chart. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **T**  **hursday**  **January**  **28th** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:00**  **Confer with Team and update plans**  **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 when objects are seen in darkness.  Vocabulary: observation, solution, illumination  Activities/Strategies: Students will use what they’ve learned about light waves through the week to conduct an experiment that objects can only be seen when illuminated. Students will write a journal reflection about the experiment. |
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| **Friday**  **January**  **29th** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-2:50 Whole Group Activity**  **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.    \*\*Snack Cart/Celebration Friday  Students will continue work on Data Notebooks. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |