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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of May 9th-May 13th**

 **McHolland, Fluharty, Jett First Grade**

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| **Monday****May** **9th** | **Daily Activities*** *Work Station*
* *Individual w/Teacher*
* *Peer Partners*
* *Small Group*
* *Large Group*
* *Independent*
 | **12:45-1:05 & 2:15-3:15 Math Activity****Standard: 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color orientation, overall size); build and draw shapes to possess defining attributes.** | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:**  SWBAT sort geometric solids by their attributes. |
| Vocabulary: sort, side, cornerActivities/Strategies: Envision lesson 15-8Students will sort solid figures by various attributes including color, number of flat surfaces, and vertices, and whether or not the solid figure can roll. Concept Development-Introduce/Teacher models concept (p. 499) , We do some together-Guided practice (p. 500); Students practice-Independent Practice (p. 501), Problem Solving-students complete alone or with a partner (p.502)\*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** **1-LS1-1-Use materials to design a device that solves a specific problem or a solution to a specific problem.** **Learning Target:** SWBAT use engineering practices to solve a problem**Vocabulary:** mimic, engineering**Activities/Strategies:** Students will begin “Jack’s Golden Egg Delivery” project.Students will work in small groups**.** Read prompt.Discuss ways Jack’s delivery problems. Write at least two ideas. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Tuesday** **May** **10th** | **Daily Activities*** *Work Station*
* *Individual w/Teacher*
* *Peer Partners*
* *Small Group*
* *Large Group*
* *Independent*
 | **12:45-1:05 & 2:15-3:15 Math Activity****Standard: 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color orientation, overall size); build and draw shapes to possess defining attributes.** |  |
| **Learning Target:**  SWBAT sort geometric solids by their attributes. |
| Vocabulary: sort, side, cornerActivities/Strategies: Envision lesson 15-8Students will sort solid figures by various attributes including color, number of flat surfaces, and vertices, and whether or not the solid figure can roll. Concept Development-Introduce/Teacher models concept (p. 499) , We do some together-Guided practice (p. 500); Students practice-Independent Practice (p. 501), Problem Solving-students complete alone or with a partner (p.502)\*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****1-LS1-1-Use materials to design a device that solves a specific problem or a solution to a specific problem.** **Learning Target:** SWBAT use engineering practices to solve a problem **Vocabulary:** mimic, engineering**Activities/Strategies:** Students will continue work on the Jack’s Golden Egg Delivery problem”.Students will choose one their ideas to draw out and label. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Wednesday** **May** **11th**  | **Daily Activities*** *Work Station*
* *Individual w/Teacher*
* *Peer Partners*
* *Small Group*
* *Large Group*
* *Independent*
 | **12:45-1:05 & 2:15-3:15 Math Activity****Standard: 1.G.2 Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.** | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **Learning Target:** SWBAT combine solid figures to make new solid figures. Vocabulary: solid figure, cube, rectangular prism, sphere, cylinder, coneActivities/Strategies:Envision lesson 15-9Students will use solid figures to build a new solid figure. Concept Development-Introduce/Teacher models concept (p. 503) , We do some together-Guided practice (p. 504); Students practice-Independent Practice (p. 505), Problem Solving-students complete alone or with a partner (p.506)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****1-LS1-1-Use materials to design a device that solves a specific problem or a solution to a specific problem.** **Learning Target:** SWBAT use engineering practices to solve a problem **Vocabulary:** mimic, engineering**Activities/Strategies:** Students will continue work on the Jack’s Golden Egg Delivery problem”.Students will choose one their ideas to draw out and label. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
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| **T****hursday** **May****12th** | **Daily Activities*** *Work Station*
* *Individual w/Teacher*
* *Peer Partners*
* *Small Group*
* *Large Group*
* *Independent*
 | **12:45-1:05 & 2:15-3:00 Math Activity****Standard: 1.G.2 Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.**Learning Target: SWBAT combine solid figures to make new solid figures. Vocabulary: solid figure, cube, rectangular prism, sphere, cylinder, coneActivities/Strategies:Envision lesson 15-9Students will use solid figures to build a new solid figure. Concept Development-Introduce/Teacher models concept (p. 503) , We do some together-Guided practice (p. 504); Students practice-Independent Practice (p. 505), Problem Solving-students complete alone or with a partner (p.506)Exit Ticket\*Some students may be working in small guided groups to reinforce concepts. | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
| **3:00- 3:35 Science Activity****1-LS1-1-Use materials to design a device that solves a specific problem or a solution to a specific problem.** **Learning Target:** SWBAT use engineering practices to solve a problem **Vocabulary: mimic, engineering****Activities/Strategies:** Students will continue work on the Jack’s Golden Egg Delivery problem.Students will plan materials needed to make a model of their idea, and construct the model. |
| **Friday****May** **13th** | **Daily Activities*** *Work Station*
* *Individual w/Teacher*
* *Peer Partners*
* *Small Group*
* *Large Group*
* *Independent*
 | **12:45-1:05 & 2:15-3:00 Math Activity****Standard: 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color orientation, overall size); build and draw shapes to possess defining attributes.****Learning Target:** SWBAT identify defining and non-defining attributes of plane shapes and solid figures.Vocabulary: solid figure, cube, rectangular prism, sphere, cylinder, coneActivities/Strategies:Envision lesson 15-8Students will identify attributes that define different plane shapes and solid figures. Concept Development-Introduce/Teacher models concept (p.507) , We do some together-Guided practice (p.508 ); Students practice-Independent Practice (p.509), Problem Solving-students complete alone or with a partner (p.510)Exit Ticket\*Some students may be working in small guided groups to reinforce concepts.**3:00- 3:35 Science Activity****Standard:** **1-LS1-1-Use materials to design a device that solves a specific problem or a solution to a specific problem.** **Learning Target:** SWBAT use engineering practices to solve a problem | **Daily Assessment*** *Multiple Choice*
* *Open Response*
* *On Demand*
* *Anecdotal*
* *Observation*
* *Daily work*
 |
|  |  | **Activities/Strategies:** Students will continue work on the Jack’s Golden Egg Delivery problem”.Students will plan materials needed to make a model of their idea, construct the model. Then, students will explain their model and answer questions about it. |  |