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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, corner  Activities/Strategies:  Envision lesson 15-8  Students 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, corner  Activities/Strategies:  Envision lesson 15-8  Students 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, cone  Activities/Strategies:  Envision lesson 15-9  Students 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* |
| **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, cone  Activities/Strategies:  Envision lesson 15-9  Students 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, cone  Activities/Strategies:  Envision lesson 15-8  Students 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. |  |