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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of April 18th-22nd**

**McHolland, Fluharty, Jett First Grade**

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| **Monday**    **April**  **18th** | **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.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target: SWBAT** use a graph to answer questions and draw conclusions. |
| Vocabulary: data, graph  Activities/ Strategies: Finish review of Topic 14 skills and concepts, then assess.  Topic 14 test p. 467, Performance Task p.468  Topic 15 Pretest |
|  | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **Social Studies 3:15-3:35**  **1-LS-1 Use materials to design a solution to a human problem my mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.**  **Learning Target:** SWBAT identify how humans mimic animal behavior to meet their daily needs.    **Vocabulary:** mimic, engineering  **Activities/Strategies:** Students will watch a video from Discovery Education about bridge building ants. Students will identify ways we can use materials to create a bridge. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Tuesday**  **April**  **19 th** | **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.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT determine whether a shape is divided into equal or unequal parts. |
| Vocabulary: equal parts  Activities/Strategies:  Envision lesson 16-1  Students will determine whether or not shapes are divided into equal parts..  Concept Development-Introduce/Teacher models concept (p. 517) , We do some together-Guided practice (p. 518); Students practice-Independent Practice (p. 519), Problem Solving-students complete alone or with a partner (p.520)  \*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-LS-1 Use materials to design a solution to a human problem my mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.**  **Learning Target:** SWBAT identify how humans mimic animal behavior to meet their daily needs.  **Vocabulary:** mimic, engineering  **Activities/Strategies:** Students will go on a virtual field trip to look at different bridges and how they help to solve human problems. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Wednesday**  **April**  **20th** | **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.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT describe equal parts of a shape.  Vocabulary: equal parts, unequal  Activities/Strategies:  Envision lesson 16-2  Students will describe equal parts of a whole.Concept Development-Introduce/Teacher models concept (p. 521) , We do some together-Guided practice (p. 522); Students practice-Independent Practice (p. 523), Problem Solving-students complete alone or with a partner (p.524)  \*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**  **1-LS-1 Use materials to design a solution to a human problem my mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.**  **Learning Target:** SWBAT identify how humans mimic animal behavior to meet their daily needs.  **Vocabulary: mimic, engineering**  **Activities/Strategies:** Students will watch a video from Discovery Education about bridges. Students will work on a blue print for their bridge project. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **T**  **hursday**    **April**  **21st** | **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**  **Standard:** 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Learning Target:** SWBAT identify halves and fourths of circles and rectangles.  Vocabulary: halves, fourths, quarters, half of, fourth of, quarter of, two of , four of  Activities/Strategies:  Envision lesson 16-3  Students will fold rectangles into halves and fourths and describe them in a variety of ways. Concept Development-Introduce/Teacher models concept (p. 525) , We do some together-Guided practice (p. 526); Students practice-Independent Practice (p. 527), Problem Solving-students complete alone or with a partner (p.528)  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-LS-1 Use materials to design a solution to a human problem my mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.**  **Learning Target:** SWBAT identify how humans mimic animal behavior to meet their daily needs.  **Vocabulary: mimic, engineering**  **Activities/Strategies:** Students will watch a video from Discovery Education about bridges. Students will work on a blueprint for their bridge project. Students who complete their blue print can begin building their bridge. |
| **Friday**  **April**  **22nd** | **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**  **Standard:** 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.  **Learning Target:** SWBAT identify halves and fourths of circles and rectangles.    Vocabulary: halves, fourths, quarters, half of, fourth of, quarter of, two of , four of  Activities/Strategies:  Envision lesson 16-3  Students will fold rectangles into halves and fourths and describe them in a variety of ways. Concept Development-Introduce/Teacher models concept (p. 525) , We do some together-Guided practice (p. 526); Students practice-Independent Practice (p. 527), Problem Solving-students complete alone or with a partner (p.528)  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts.    **3:00- 3:35 Science Activity**  **Standard:**  **1-LS-1 Use materials to design a solution to a human problem my mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.**  **Learning Target:** SWBAT identify how humans mimic animal behavior to meet their daily needs. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
|  |  | **Activities/Strategies:** We will finish building bridges, and students will test the strength of their bridge with toy cars. |  |