

Lunch 11:00-11:25  
 Recess 1:55-2:15  
 Specials 1:05-1:55: See Block  
 Schedule

IEP/Student Modifications Noted in Classroom

**Whole Group Math – Week of February 29th-March 4th**  
**McHolland, Fluharty, Jett First Grade**

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| <b>M<br/>o<br/>n<br/>d<br/>a<br/>y<br/><br/>F<br/>e<br/>b<br/>r<br/>u<br/>a<br/>r<br/>y<br/><br/>2<br/>9<br/>t<br/>h</b> | <b>Daily Activities</b><br><input type="checkbox"/> <b>Work Station</b><br><input type="checkbox"/> Individual w/Teacher<br><input type="checkbox"/> Peer Partners<br><input checked="" type="checkbox"/> <b>Small Group</b><br><input checked="" type="checkbox"/> <b>Large Group</b><br><input type="checkbox"/> Independent            | <b>12:45-1:05 &amp; 2:15-3:15 Whole Group Activity</b><br><b>Standard: 1.MD.1 Order three objects by length; compare the length of two objects indirectly by using a third object.</b><br><b>Learning Target: SWBAT compare and order lengths of objects.</b><br><u>Vocabulary:</u> longest , shortest<br><u>Activities/ Strategies:</u><br>Envision Math lesson 12-1<br>Students will put classroom objects of different lengths in order from longest to shortest. Introduce/Teacher models concept, We do some together-(Guided practice p. 386); Students practice alone- (Independent practice p.387), Problem Solving p. 388 with a partner or alone<br>Exit Ticket-Quick Check 12-1<br>*Some students may be working in small guided groups to reinforce concepts | <b>Daily Assessment</b><br><input type="checkbox"/> <b>Multiple Choice</b><br><input checked="" type="checkbox"/> <b>Open Response</b><br><input type="checkbox"/> On Demand<br><input type="checkbox"/> Anecdotal<br><input type="checkbox"/> Observation<br><input checked="" type="checkbox"/> <b>Daily work</b> |
|  | <b>Daily Activities</b><br><input checked="" type="checkbox"/> <b>Work Station</b><br><input type="checkbox"/> Individual w/Teacher<br><input type="checkbox"/> Peer Partners<br><input checked="" type="checkbox"/> <b>Small Group</b><br><input checked="" type="checkbox"/> <b>Large Group</b><br><input type="checkbox"/> Independent | <b>Social Studies 3:15-3:35</b><br><b>Standard: SS-EP-4.1.1 Students will use geographic tools (such as maps, globes, charts and graphs) to locate and describe familiar places at home, school and community.</b><br><b>Learning Target: SWBAT identify places on a map and globe.</b><br><u>Vocabulary:</u> Map, key, state<br><u>Activities/Strategies:</u> The teacher will read Me On The Map and discuss map vocabulary with students<br>*Teachers may also implement map activities into Reading Groups/Stations  | <b>Daily Assessment</b><br><input type="checkbox"/> <b>Multiple Choice</b><br><input checked="" type="checkbox"/> <b>Open Response</b><br><input type="checkbox"/> On Demand<br><input type="checkbox"/> Anecdotal<br><input type="checkbox"/> Observation<br><input checked="" type="checkbox"/> <b>Daily work</b> |
|  |   |  |   |

Lunch 11:00-11:25  
 Recess 1:55-2:15  
 Specials 1:05-1:55: See Block  
 Schedule

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tuesday March 1st</p> | <p><b>Daily Activities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Work Station</li> <li><input type="checkbox"/> Individual w/Teacher</li> <li><input type="checkbox"/> Peer Partners</li> <li><input checked="" type="checkbox"/> Small Group</li> <li><input checked="" type="checkbox"/> Large Group</li> <li><input type="checkbox"/> Independent</li> </ul> | <p><b>12:45-1:05 &amp; 2:15-3:15 Whole Group Activity</b><br/> <b>Standard: 1.MD.1 Order three objects by length; compare the length of two objects indirectly by using a third object.</b></p> <hr/> <p><b>Learning Target:</b> SWBAT indirectly compare objects by length.</p> <hr/> <p><u>Vocabulary:</u> taller, shorter<br/> <u>Activities/Strategies:</u><br/>       Envision lesson 12-2<br/>       Students compare lengths of two objects indirectly by using a third object.<br/>       Introduce/Teacher models concept, We do some together-p.390(Guided practice);<br/>       Students practice alone-391 (Independent practice), Problem Solving with a partner or alone p.392<br/>       Exit Ticket 12-2<br/>       *Some students may be working in small guided groups to reinforce concepts</p> | <p><b>Daily Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple Choice</li> <li><input type="checkbox"/> Open Response</li> <li><input type="checkbox"/> On Demand</li> <li><input type="checkbox"/> Anecdotal</li> <li><input type="checkbox"/> Observation</li> <li><input checked="" type="checkbox"/> Daily work</li> </ul>            |
|  | <p><b>Daily Activities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Work Station</li> <li><input type="checkbox"/> Individual w/Teacher</li> <li><input type="checkbox"/> Peer Partners</li> <li><input checked="" type="checkbox"/> Small Group</li> <li><input checked="" type="checkbox"/> Large Group</li> <li><input type="checkbox"/> Independent</li> </ul> | <p><b>Social Studies 3:15-3:35</b><br/> <b>Standard: SS-EP-4.1.1 Students will use geographic tools (such as maps, globes, charts and graphs) to locate and describe familiar places at home, school and community.</b></p> <hr/> <p><b>Learning Target:</b> SWBAT identify places on a map and globe.</p> <hr/> <p><u>Vocabulary:</u> map, key<br/> <u>Activities/Strategies:</u><br/> <b>Review Me On The Map. Read Where Do I Live and discuss</b><br/>       *Teachers may also implement map activities into Reading Groups/Stations</p>  | <p><b>Daily Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple Choice</li> <li><input type="checkbox"/> Open Response</li> <li><input type="checkbox"/> On Demand</li> <li><input type="checkbox"/> Anecdotal</li> <li><input checked="" type="checkbox"/> Observation</li> <li><input checked="" type="checkbox"/> Daily work</li> </ul> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday</p>         | <p><b>Daily Activities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Work Station</li> <li><input type="checkbox"/> Individual w/Teacher</li> <li><input type="checkbox"/> Peer Partners</li> <li><input checked="" type="checkbox"/> Small Group</li> <li><input checked="" type="checkbox"/> Large Group</li> <li><input type="checkbox"/> Independent</li> </ul> | <p><b>12:45-1:05 &amp; 2:15-3:15 Whole Group Activity</b><br/> <b>Standard: 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</b></p> <hr/> <p><b>Learning Target:</b> SWBAT estimate ,measure, and compare lengths of objects by using a nonstandard unit.</p> <hr/> <p><u>Vocabulary:</u> estimate, measure<br/> <u>Activities/Strategies:</u></p>  | <p><b>Daily Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple Choice</li> <li><input type="checkbox"/> Open Response</li> <li><input type="checkbox"/> On Demand</li> <li><input type="checkbox"/> Anecdotal</li> <li><input checked="" type="checkbox"/> Observation</li> </ul>   |

Lunch 11:00-11:25  
 Recess 1:55-2:15  
 Specials 1:05-1:55: See Block  
 Schedule

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|--|---|--|--|
| <p><b>M</b><br/><b>a</b><br/><b>r</b><br/><b>c</b><br/><b>h</b><br/><b>2</b><br/><b>n</b><br/><b>d</b></p>   |   | <p>Envision lesson 12-3<br/>         Students will use connecting cubes to estimate and measure the lengths of classroom objects.<br/>         Introduce/Teacher models concept, We do some together-p.394(Guided practice);<br/>         Students practice alone-395 (Independent practice), Problem Solving with a partner or alone p.395<br/>         Exit Ticket 12-3<br/>         *Some students may be working in small guided groups to reinforce concepts</p>  | <p><input type="checkbox"/> <b>Daily work</b></p>  |
|  | <p><b>Daily Activities</b><br/> <input type="checkbox"/> <b>Work Station</b><br/> <input type="checkbox"/> Individual w/Teacher<br/> <input type="checkbox"/> Peer Partners<br/> <input type="checkbox"/> <b>Small Group</b><br/> <input type="checkbox"/> <b>Large Group</b><br/> <input type="checkbox"/> Independent</p> | <p><b>3:15-3:45 Social Studies Activity</b><br/> <b>Standard: SS-EP-4.1.1 Students will use geographic tools (such as maps, globes, charts and graphs) to locate and describe familiar places at home, school and community.</b></p> <hr/> <p><b>Learning Target: SWBAT identify places on a map and globe.</b></p> <hr/> <p><b>Vocabulary:</b><br/> <b>Activities/Strategies: Create the first two “circles” for the geography chart-My House and My Street</b><br/>         *Teachers may also implement map activities into Reading Groups/Stations</p>   | <p><b>Daily Assessment</b><br/> <input type="checkbox"/> Multiple Choice<br/> <input type="checkbox"/> Open Response<br/> <input type="checkbox"/> On Demand<br/> <input type="checkbox"/> Anecdotal<br/> <input type="checkbox"/> Observation<br/> <input type="checkbox"/> <b>Daily work</b></p> |
| <p><b>T</b><br/><b>h</b><br/><b>u</b><br/><b>r</b><br/><b>s</b><br/><b>d</b><br/><b>a</b><br/><b>y</b><br/><b>M</b><br/><b>a</b><br/><b>r</b><br/><b>c</b><br/><b>h</b><br/><b>3</b><br/><b>r</b><br/><b>d</b></p> | <p><b>Daily Activities</b><br/> <input type="checkbox"/> <b>Work Station</b><br/> <input type="checkbox"/> Individual w/Teacher<br/> <input type="checkbox"/> Peer Partners<br/> <input type="checkbox"/> <b>Small Group</b><br/> <input type="checkbox"/> <b>Large Group</b><br/> <input type="checkbox"/> Independent</p> | <p><b>12:45-1:05 &amp; 2:15-3:00 Whole Group Activity</b><br/> <b>Standard: 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</b></p> <hr/> <p><b>Learning Target: SWBAT use nonstandard units to measure and compare the lengths and heights of objects.</b></p> <hr/> <p><b>Vocabulary: units, length</b><br/> <b>Activities/Strategies:</b><br/>         Envision lesson 12-4<br/>         Students will use connecting cubes as a nonstandard unit to measure and compare the lengths and heights of objects.<br/>         Introduce/Teacher models concept, We do some together-p.398(Guided practice);<br/>         Students practice alone-399 (Independent practice), Problem Solving with a partner or alone p.400<br/>         Exit Ticket 12-4<br/>         *Some students may be working in small guided groups to reinforce concepts</p> | <p><b>Daily Assessment</b><br/> <input type="checkbox"/> Multiple Choice<br/> <input type="checkbox"/> Open Response<br/> <input type="checkbox"/> On Demand<br/> <input type="checkbox"/> Anecdotal<br/> <input type="checkbox"/> Observation<br/> <input type="checkbox"/> <b>Daily work</b></p> |

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|--|---|---|--|
|  |   | <p><b>3:00- 3:35 Social Studies Activity</b><br/> <b>Standard: SS-EP-4.1.1 Students will use geographic tools (such as maps, globes, charts and graphs) to locate and describe familiar places at home, school and community.</b></p> <hr/> <p><b>Learning Target: SWBAT identify places on a map and globe.</b></p> <hr/> <p><b>Vocabulary:</b><br/> <b>Activities/Strategies:</b><br/>       Create the next two circles for the geography chart-Our State and Our Country<br/>       *Teachers may also implement map activities into Reading Groups/Stations</p>  |  |
| <p><b>F</b><br/><b>r</b><br/><b>i</b><br/><b>d</b><br/><b>a</b><br/><b>y</b></p> <p><b>M</b><br/><b>a</b><br/><b>r</b><br/><b>c</b><br/><b>h</b></p> <p><b>4</b><br/><b>t</b><br/><b>h</b></p> | <p><b>Daily Activities</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Work Station</b></li> <li><input type="checkbox"/> Individual w/Teacher</li> <li><input type="checkbox"/> Peer Partners</li> <li><input checked="" type="checkbox"/> <b>Small Group</b></li> <li><input checked="" type="checkbox"/> <b>Large Group</b></li> <li><input type="checkbox"/> Independent</li> </ul> | <p><b>12:45-1:05 &amp; 2:15-3:00 Whole Group Activity</b><br/> <b>Standard: 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</b></p> <hr/> <p><b>Learning Target: SWBAT use nonstandard units to measure and compare the lengths and heights of objects.</b></p> <hr/> <p><b>Vocabulary:</b> units, length<br/> <b>Activities/Strategies:</b><br/>       Envision lesson 12-4<br/>       Students will use connecting cubes as a nonstandard unit to measure and compare the lengths and heights of objects.<br/>       Introduce/Teacher models concept, We do some together-p.398(Guided practice);<br/>       Students practice alone-399 (Independent practice), Problem Solving with a partner or alone p.400<br/>       Exit Ticket 12-4<br/>       *Some students may be working in small guided groups to reinforce concepts</p> <p><b>3:00- 3:35 Social Studies Activity</b><br/> <b>Standard: SS-EP-4.1.1 Students will use geographic tools (such as maps, globes, charts and graphs) to locate and describe familiar places at home, school and community.</b></p> <hr/> <p><b>Learning Target: SWBAT identify places on a map and globe.</b></p> | <p><b>Daily Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple Choice</li> <li><input type="checkbox"/> Open Response</li> <li><input type="checkbox"/> On Demand</li> <li><input type="checkbox"/> Anecdotal</li> <li><input type="checkbox"/> Observation</li> <li><input checked="" type="checkbox"/> <b>Daily work</b></li> </ul> |

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**Vocabulary:**

**Activities/Strategies:**

Complete the last two parts of the geography activity-Our Continent and Our Planet  
\*Teachers may also implement map activities into Reading Groups/Stations