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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of February 8th - 12th**

**McHolland, Fluharty, Jett First Grade**

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| **Monday**    **February**  **8th** | **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. 6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT subtract 10 from multiples of 10 in the range 10-90. |
| Vocabulary: unknown part, subtract, difference  Activities/Strategies:  Envisions Math-Topic 11 Lesson 1  Concept Development: Students will use base ten pieces to model subtracting multiples of 10 from multiples 10 up to 90  Introduce/Teacher models concept, We do some together- Guided practice p.356, Students practice alone-Independent practice p. 357, Problem Solving p. 358 with a partner or alone  Exit Ticket-Quick Check 11-1  \*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* | **Social Studies 3:15-3:35**  Standard: SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks and patriotic holidays.  **Learning Target:** SWBAT identify patriotic holidays.  Vocabulary: patriotic, president, history, country  Activities/Strategies: Discuss why we celebrate President’s Day. Build background knowledge about past presidents Washington and Lincoln. Ask them to share what they know about them. Read aloud trade book about G. Washington. Have students write/draw about why he was called the “the Father of Our Country.” | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
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| **Tuesday**  **February**  **9th** | **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.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT use a hundred chart to subtract multiples of 10 from two-digit numbers. |
| Vocabulary: unknown part, part, whole, subtract, tens, ones, difference  Activities/Strategies:  Envisions Math-Topic 11 Lesson 2  Concept Development: Students will subtract multiples of 10 from two-digit numbers using a hundred chart  Introduce/Teacher models concept; We do some together-Guided practice p.360, Students practice alone-Independent practice p. 361, Problem Solving p. 362 with a partner or alone  Exit Ticket-Quick Check 11-2  \*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* | **Social Studies 3:15-3:35**  Standard: SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks and patriotic holidays.  **Learning Target:** SWBATidentify patriotic holidays.  **Activities/Strategies:** Build background knowledge about past presidents Washington and Lincoln. Ask them to share what they know about them. Read about G. Washington. Have students write/draw about why he was called the “the Father of Our Country.” | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Wednesday**  **Feb**  **10th** | **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.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT subtract multiples of 10 from a two-digit number. |
| Vocabulary: unknown part, part, whole, difference, tens, ones  Activities/Strategies:  Envisions Math Topic 11 Lesson 3  Introduce/Teacher models concept, We do some together- Guided practice p.364, Students practice alone- Independent practice p. 365, Problem Solving p. 366 with a partner or alone  Exit Ticket-Quick Check 11-3  \*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 Social Studies Activity**  Standard: SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks and patriotic holidays.  **Learning Target:** SWBAT identify patriotic holidays.  Activities/Strategies:Build background knowledge about past presidents Washington and Lincoln. Ask them to share what they know A. Lincoln. Read about Abe Lincoln and talk about why he was such an important president.Have students share about why they think he was called “Honest Abe.”Reflection: Why do we still celebrate George Washington and Abraham Lincoln? | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **T**  **hursday**  **February**  **11th** | **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**  **1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  **Learning Target: SWBAT subtract multiples of 10 from two-digit numbers using mental math.**  Vocabulary: unknown part, part, whole, difference, tens, ones  Activities/Strategies:  Envisions Math Topic 11 Lesson 4  Introduce/Teacher models concept, We do some together- Guided practice p.368, Students practice alone- Independent practice p. 369, Problem Solving p. 370 with a partner or alone  Exit Ticket-Quick Check 11-4  \*Some students may be working in small guided groups to reinforce concepts  **3:00- 3:35 Social Studies Activity**  Standard: SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks and patriotic holidays. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT give reasons we celebrate Presidents Day.  Vocabulary: country, patriotic, American, president  Activities/Strategies: Review what we’ve learned about Washington and Lincoln, and why we still celebrate Presidents Day each year. Discuss both as great leaders. Share ways they were alike and different. Complete Venn Diagram to compare/contrast. |
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| **Friday**  **February**  **12th** | **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**  Students will continue work on Data Notebooks.  **VALENTINE’S PARTY** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |