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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of March 28nd-April 1st**

**McHolland, Fluharty, Jett First Grade**

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| **Monday**    **March**  **28th** | **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.3 Tell and write time in hours and half-hours using analog and digital clocks.** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT tell and write time to the hour and half hour using digital and analog clocks. |
| Vocabulary: hour, half hour, analog, digital  Activities/ Strategies:  Envision Topic 13 review  Review the hour and minute hands. Students may practice with the individual clocks.  Students will tell and write time to the hour and half hour on analog and digital clocks.  Introduce/Teacher models concept and then we do some together; Students practice alone-(Independent practice ); Problem Solving-alone or with a partner 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* | **Social Studies 3:15-3:35**  **Standard: SS-EP-3.4.1 Students will define basic economic terms related to production, distribution and consumption and describe various ways goods and services are distributed.**  **Learning Target: I can describe how a product is produced, distributed and consumed.**  **Vocabulary:** farm, produce, products  **Activities/Strategies:** Mrs. Robards will visit with her baby goats. She’ll discuss their care and answer questions. She will describe and explain animal products we use from animals that relate her work on the farm to our daily lives.. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Tuesday**  **March**  **29th** | **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.3 Tell and write time in hours and half-hours using analog and digital clocks.** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT tell and write time to the hour and half hour using digital and analog clocks. |
| Vocabulary: hour, half hour, minute hand,  Activities/Strategies:  Envision Topic 13 Test  Students will be assessed on Topic 13 skills and concepts.  Students will tell and write time to the hour and half hour on analog and digital clocks.  Envision Topic 14 Pretest |
|  | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **Social Studies 3:15-3:35**  **Standard: SS-EP-4.2.1 Students will describe places on earth’s surface by their physical characteristics.**  **Learning Target:** SWBAT identify different types of land and water on earth.  **Vocabulary:** earth, mountain, plain, hill, ocean, river, lake  **Activities/Strategies: Watch Brainpop, Jr. video on landforms, then students will list and illustrate the types of land on earth.** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Wednesday**  **March**  **30th** | **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 real-object graph to answer questions .  Vocabulary: more, fewer  Activities/Strategies:  Envision lesson 14-1  Students will create a real-object graph using counters. Then, they answer questions about the data displayed in the graph.  Concept Development-Introduce/Teacher models concept (p.437) , We do some together-Guided practice (p.438); Students practice-Independent Practice(p.439), Problem Solving-students complete alone or with a partner (p.440)  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* | **3:15-3:45 Social Studies Activity**  **Standard: SS-EP-4.2.1 Students will describe places on earth’s surface by their physical characteristics.**  **Learning Target:** SWBAT identify different types of land and water on earth.  **Vocabulary:** earth, mountain, plain, hill, ocean, river, lake  **Activities/Strategies: Watch Discovery Ed. video on landforms, then students will continue working on listing and illustrate the types of land on earth.** | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **T**  **hursday**    **March**  **31st** | **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.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.**    **Learning Target:** SWBAT use a picture graph to answer questions.  Vocabulary: picture graph  Activities/Strategies:  Envision lesson 14-2  Students will answer questions about data displayed in a picture graph.  Concept Development-Introduce/Teacher models concept (p. 441) , We do some together-Guided practice (p. 442); Students practice-Independent Practice (p. 443), Problem Solving-students complete alone or with a partner (p.444)  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 Social Studies Activity**  **Standard: SS-EP-4.2.1 Students will describe places on earth’s surface by their physical characteristics.**  **Learning Target:** SWBAT identify different types of land and water on earth.  **Vocabulary:** earth, mountain, plain, hill, ocean, river, lake  **Activities/Strategies:** **Watch Discovery Ed. video on landforms, then students will list and illustrate the types of bodies of water on earth.**  \*Teachers may also implement landform activities into Reading Groups/Stations |
| **Friday**  **April**  **1st** | **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.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.**  **Learning Target:** SWBAT use a bar graph to answer questions.    Vocabulary: bar graph  Activities/Strategies:  Envision lesson 14-3  Students answer questions about data displayed in bar graph.  Concept Development-Introduce/Teacher models concept (p. 445) , We do some together-Guided practice (p. 446); Students practice-Independent Practice (p. 447), Problem Solving-students complete alone or with a partner (p.448)  \*Some students may be working in small guided groups to reinforce concepts.      **3:00- 3:35 Social Studies Activity**  **Standard: SS-EP-4.2.1 Students will describe places on earth’s surface by their physical characteristics.**  **Learning Target:** SWBAT identify different types of land and water on earth.  **Vocabulary:** earth, mountain, plain, hill, ocean, river, lake | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
|  |  | **Activities/Strategies:**  **Watch Discovery Ed. video on landforms, then students will list and illustrate the types of bodies of water on earth.**  \*Teachers may also implement map activities into Reading Groups/Stations |  |