






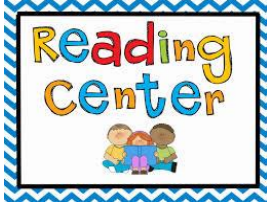
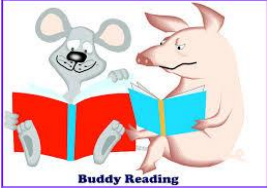













Mrs. Crawley - 1st Grade

December 12th through December 16th

** Plans are subject to change based on difficulty and schedule changes throughout the week. **

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:00 Bell Work – take activity from Mon. basket	8:45 – 9:00 Bell Work – take activity from Tues. basket	8:45 – 9:00 Bell Work – take activity from Wed. basket	Bell Work – take activity from Thurs. basket; work with folder students	8:45 – 9:00 Bell Work – take activity from Friday basket
9:00 – 9:30 AR; teacher works with folder students & flashcard friends All About Me for Riley 	9:00 – 9:30 AR; teacher works with folder students & flashcard friends All About Me for Dawson 	9:00 – 9:30 Extra PE 	9:00 – 10:00 	9:00 – 10:00 Pajama Party 
9:30 – 10:00 - <u>Word Wall</u> – go over all word wall words 10:00 – 10:30 <u>Math</u> – 3 D shapes lesson 4: finding shapes used to make a composite shape; teacher shows examples as students figure out shapes used; complete p.732 orally checking for understanding & 733 independently (LG – TSW be able to find 3D shapes used to make a composite shape)	10:00 – 10:25 <u>Math</u> – 3 D shapes lesson 5: identify shapes used to make a composite shape; complete p. 735 orally; complete p. 736 independently (LG – TSW be able to find 3D shapes used to make a composite shape)	9:30 – 9:40 Finish morning work; AR; teacher works with folder & flashcard friends 9:40 – 10:00 Listen to Christmas stories read by boys basketball player 10:00 – 10:30 <u>Math</u> – Review 3D topic orally with class; go over 3D assessment; have students complete 3D assessment independently as the teacher reads the instructions (LG – TSW be able to show an understanding of 3D shapes & composite shapes)	10:00 – 11:00 <u>Math</u> – Review doubles & near doubles Cut & glue double answers on bells; cut and glue addition sentences under doubles or near doubles heading; write answers (LG – TSW be able to accurately add double or near doubles)	Play games; read Christmas stories; & watch Christmas videos + outside time if good weather
10:20 – 10:25 Go Noodle 10:25 Go over centers	10:20 – 10:25 Extra 10:25 Go over centers	10:20 – 10:25 Extra Recess 10:25 Go over centers	10:20 – 10:25 Extra Recess 10:25 Go over centers	
10:30 – 12:00 <u>Guided Reading</u> : listen to students read (each begins reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for lesson as needed) (4 students) <u>Centers</u> : 1 <u>Word Wall</u> – color Christmas picture sight words by code (2	10:30 – 12:00 <u>Guided Reading</u> : listen to students read (each begins reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for lesson as needed) (4 students) <u>Centers</u> Centers are the same as Tuesday just switched around so everyone gets a	10:30 – 12:00 <u>Centers</u> : 1 <u>Sorting</u> – write the room Grinch style words that begin with g (2 students) 2 <u>Word Work</u> - Frog reading games – short vowels or short e words (2 students) 3 <u>Listening</u> IXL math or reading (2 students) 4 <u>Library</u> – read, take tests, go to the library	10:30 – 12:00 <u>Guided Reading</u> : listen to students read (each begins reading as they come to the table so they end up in different places); introduce new books; read at home (use iPad for lesson as needed) (4 students) <u>Centers</u> Centers are the same as Wednesday just switched around so everyone gets a chance to go to each	Game Time

<p>students) 2 – <u>Writing</u> – write & illustrate birthday letter for Zoe (4 students) 3 <u>Word Work</u> – cut & glue person, place, thing noun sort (2 students) 4 <u>Listening</u> – IXL (2 students) 5 <u>Library</u> – read, take tests, go to the library (4 students) 6 <u>Sorting</u>– candy cane counting patterns (can use 100 chart) (2 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>chance to go to each center. Review each center with students</p> 	<p>5 <u>Word Wall</u> – color Christmas picture sight words by code(2 students) 6 <u>Writing</u> – make New year people (4 students) (LG – TSW be able to use phonics skills to decode words)</p>	<p>center. Review each center with students.</p> 	
<p>12:00 – 12:30 Lunch</p>	<p>12:00 – 12:30 Lunch</p> 	<p>12:00 – 12:30 Lunch (Cafeteria Duty)</p>	<p>12:00 – 12:30 Lunch</p> 	<p>12:00 – 12:30 Lunch</p>
<p>12:30 – 12:50 Recess</p>	<p>12:30 – 12:50 Recess</p> 	<p>12:30 – 12:50 Recess (Playground Duty)</p>	<p>12:30 – 12:50 Recess</p> 	<p>12:30 – 12:50 Recess (Playground Duty)</p>
<p>12:50 – 1:15 <u>Handwriting Practice</u> Teacher goes over & models letter g & words & sentences; teacher watches as students practice</p>	<p>12:50 – 1:15 <u>Handwriting Practice</u> Teacher goes over & models letter o & words & sentences; teacher watches as students practice</p>	<p>12:50 – 1:15 <u>All About Me for Zoe</u></p> 	<p>12:50 – 1:15 <u>Handwriting Practice</u> Teacher goes over & models letter q & words & sentences; teacher watches as students practice</p>	<p>12:50 – 1:15 <u>Show & Tell</u> – students share something to show & or tell about it; complete coloring sheets & prepare for home</p>
<p>1:20 – 2:10 Specials STEAM</p> 	<p>1:20 – 2:10 Specials Art</p> 	<p>1:15 – 2:00 Specials Computers</p> 	<p>1:20 – 2:10 Specials Music</p> 	<p>1:20 – 2:10 Specials PE</p> 
<p>2:10 – 3:20 <u>Writing</u> – watch united streaming video on New Year’s; discuss New Year’s Resolutions; write own resolution on party hat <u>SSR</u> – read library books & take tests; teacher works with students at table LG – TSW be able to read for a period of time</p>	<p>3:00 <u>Read aloud</u> – Christmas stories from basket LG – TSW be able to listen when read to. <u>Writing</u> – discuss complete sentences; cut & glue sentences or phrases under the correct heading for complete or incomplete sentences LG – TSW be able to decide on complete & incomplete sentences</p>	<p>2:00 <u>Read aloud</u> – Christmas stories from basket LG – TSW be able to listen when read to.</p>	<p>2:10 – 3:00 <u>Read aloud</u> – Christmas stories from basket LG – TSW be able to listen when read to. <u>Writing</u> – review verbs; color verbs on verb sheet then choose one to write a complete sentence with LG – TSW be able to identify verbs & write sentences with them</p>	<p>2:10 – 3:20 Watch Magic School Bus: <i>In the Arctic</i></p> 